

Fulbridge School

Inspection report for early years provision

Unique Reference Number	EY321587
Inspection date	26 March 2007
Inspector	Caroline Wright
Setting Address	Fulbridge School, Keeton Road, PETERBOROUGH, PE1 3JQ
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Registered person	Fulbridge School
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Fulbridge School Nursery Unit, known as 'Little Gems Nursery' opened in 2006. The nursery is run by a committee which includes members of staff and governors of Fulbridge School. The nursery operates from its own purpose-built premises within the school grounds. The school is situated on the outskirts of Peterborough in Cambridgeshire. A maximum of 9 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 during school term times only. All children share access to a secure enclosed outdoor play area.

There are currently seven children aged from five months to under-three-years on roll. Children come from a wide catchment area including the local area.

The nursery employs four members of staff: two of the staff, including the manager, hold appropriate early years qualifications; one member of staff is working towards a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Young children learn about personal hygiene through regular routines such as washing their hands before lunch and after nappy changes. Key-workers act as good role models, wiping down surfaces before preparing or serving food, to help children to stay healthy. Very good procedures for maintaining a clean and healthy environment have been established to make sure that children remain healthy and are protected from the risk of cross infection. If the children become unwell whilst they are in the care of the nursery, up to date records and staff qualifications in first aid are in place to make sure that good care is given.

Children learn about leading a healthy lifestyle through everyday, practical experiences. They have fresh or pureed fruit and water or milk at snack time each day and are given a drink of water when they want one. Parents provide healthy options for children to eat at lunch time or alternatively a healthy lunch from the school canteen can be provided. Babies are fed according to their individual routines: clear instructions from parents are recorded in children's daily diaries to ensure that key-workers are well informed about weaning procedures and any changes to children's requirements can be well met. The needs of babies and children under three years are well met by the key-workers who have a good understanding of their developmental needs. They are able to rest and sleep according to their own individual routines in the peaceful rest area.

Children are able to run around and exert themselves during outdoor play, so that they learn the importance of regular exercise and develop new physical skills. Children sing songs such as 'Heads, Shoulders, Knees and Toes' to help them to learn about their own bodies and how they work. In addition, the 'sensory room' in the school building provides opportunities for children to explore their senses and learn about how their bodies work. However, they are not able to access the outdoor play area freely to enable them to pursue their own interests in the natural environment.

A wide range of attractive and interesting large and small equipment inside and out enables younger children to develop new physical skills according to their stage of development. For example, babies play with brightly coloured boxes using them as building blocks, exploring size and shape, with the support of their key-workers

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment to help them to feel secure and safe. Toys and resources are well organised to enable them to pursue their own interests and to learn to become independent. All risks are minimised and they move around safely under the constant supervision of the nursery staff. An effective risk assessment is carried out each day to make sure that the play room and outside play area are safe. Children learn about keeping themselves safe according to their stage of development: staff remind them to 'be careful' when they climb onto the easy chair or when they are toddling from one place to another. In addition, adults use harnesses for babies when they sit in their chairs for meals and they regularly check sleeping babies in the sleep area to maintain their ongoing safety

Children are able to select activities and resources from a good range of suitable toys and equipment, which are checked by the nursery staff to ensure they are in good condition. Children's overall welfare is maintained by procedures and documents that promote their safety. For example, the staff have a good understanding of child protection procedures, which are in line with those set out by the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and form good relationships with each other and with their key-workers. They take part in interesting activities over time that help them to make progress. For example, they play with jelly and 'gloop' to learn about texture and develop their vocabulary; they use cause and effect toys to learn about how things work and to develop hand and eye co-ordination. They use paint, pencils, glitter and glue to make their own pictures or Easter cards, which are displayed attractively on the wall for everyone to enjoy or sent home for parents to share. Younger children learn about their own bodies and what they can do with them when they sit on the floor, stretching over to grab the toys placed close to them by their key-workers. They are encouraged to explore at their own pace through play experiences. For example, toddlers spend a long period of time trying on hats, reaching up to touch and 'babbling' their delighted commentary. Additional toys are organised so that they are within babies' reach to stimulate their interest and encourage them to investigate further. Innovative resources, such as a selection of door handles and knobs, enables children to learn about the world around them and to make connections in their learning experiences.

Babies of all ages enjoy sharing stories with the nursery staff, who help children to turn the pages and to learn that text carries meaning. Staff make books using photographs of the children in the nursery and use them to encourage children to become confident communicators: children look at the photographs of 'baby' and their eager attempts to communicate are sensitively refined by their key-workers' encouraging comments. The key-workers respond to the children's 'babbling' with smiles and comments, to encourage them to communicate and become confident.

A very interesting range of toys and activities are provided during the course of the day, which are planned by children's key workers to make sure they are developmentally appropriate and help children to make progress. They use the continuous provision and regular observations of what children enjoy to plan future activities. However, some of the activities that are designed to enable children to learn about textures and to explore different medium and materials are not easy for children to access when they want to. This affects learning.

Helping children make a positive contribution

The provision is good.

Babies and toddlers are very confident and develop high levels of self-esteem. They show a strong sense of belonging and form good relationships with others. Young children play alongside each other and join in group activities, such as snack time and singing time. Songs such as the 'hello song' help them to become part of the nursery community and to feel secure. The staff help children to respect each other's needs and play together in harmony; for example, they gently explain to babies about sharing and distract them by helping to find something else to play with instead. Children look at photographs of each other and key-workers help them develop the language skills to talk about their families when they look at family

photographs together. This helps children to be able to talk about what they do at home to begin to learn about each other's family cultures and traditions in the future. Children look at books and play with a good selection of toys that reflect all members of society to help them develop positive attitudes towards diversity. A suitable system has been established to support the learning and development of children with disability and/or learning difficulties, as well as those who will learn to speak English as an additional language.

All children behave well and are beginning to understand what is expected of them. They take part in regular routines and staff maintain consistent expectations. The staff take time to carefully explain what they expect children to do in a way that they can understand, and they listen to children's babbling and attempts to communicate so that they feel respected and valued.

Children benefit from good relationships between the nursery staff and parents and carers. Children's individual feeding and sleeping routines are respected by their key-workers, who take special care to settle them down for 'naps' according to parents' instructions; children are encouraged to bring their special comforters into the nursery to encourage them to settle well and feel secure. Photographs of children's families on their cots help them to settle down for a snooze and to feel relaxed. Clear information regarding the daily activities children take part in, together with a menu and other useful information is displayed on the notice board in the entrance area. Children's individual progress is discussed daily with their parents; a daily record of what children do is shared between key-workers and parents so that everyone is well informed and parents can support their children's learning at home.

Organisation

The organisation is good.

The organisation of the nursery promotes positive outcomes for children. The nursery environment is attractive and well organised to help children settle easily and become confident members of the group. All areas of the nursery environment are very attractive, with displays of children's work, photographs and useful information for parents. The physical environment is organised to provide plenty of space for children to move around safely and develop new skills. The governing body uses rigorous recruitment procedures, which ensure that the staff are suitable work with children. A comprehensive induction programme, in-house training and regular contact with teacher 'mentors' ensures that all staff continue to develop their knowledge and skills. Staff receive regular updates in areas such as first aid or 'Birth to Three Matters' so that they are secure in their knowledge of procedures for maintaining children's overall safety and development. The manager of the nursery monitors practice and identifies areas for further development.

All of the legally required documents, including a procedure to record complaints or concerns, which contribute to children's health, safety and well-being, are in place and regularly reviewed.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve children's access to activities that encourage their exploration and investigation of materials and 'messy' medium so that children are able to access them independently in order to enable them to build on their natural curiosity and pursue their own interests.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk