

Children 4 Most At Flowery Field

Inspection report for early years provision

Unique reference number

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Inspection date

03/09/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Children 4 Most At Flowery Field nursery was registered in 2005 to provide full day care for 50 children. The nursery is privately owned and operates from a Sure Start children's centre in Hyde, Cheshire. Children are cared for in three playrooms and there is a secure outdoor play area. The setting is open Monday to Friday from 7.30am to 6pm all year. Children attend from a wide catchment area. There are currently 73 children on roll. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare register. The nursery supports children with special educational needs and disabilities, and children who have English as an additional language. There are 15 members of staff, the majority of whom are qualified. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy positive relationships with staff and each other. Staff have a good understanding of the Early Years Foundation Stage framework and create a stimulating learning environment covering all areas of learning. Staff spend time with children helping them to learn. Children's safety and welfare is promoted well. All children are included and their individual needs met. The provision demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use the information from observations to identify and plan for the next steps in individual children's learning in order to help them progress towards the early learning goals
- ensure sleeping babies safety needs are met at all times.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted well through detailed written risk assessments and daily checks carried out to the premises both inside and out. Several safety measures are in place to create a safe and secure environment for children. For example, socket covers and safety gates are in place and a doorbell system secures the front entrance. The emergency escape plan is in place and practised every month contributing to children's safety whilst on the premises. Space and resources are organised well to allow all children to move around freely and safely. All written policies and procedures are in place to ensure the safe and efficient management of the provision. For example, the daily register is kept up to

date and all staff have a valid first aid certificate. Children are protected through most staff being qualified and vetted. Robust procedures are in place to protect children as new staff, not vetted are not left alone unsupervised. Furthermore, children are protected as staff have a good understanding of child protection procedures and attend safeguarding training regularly. Staff are deployed well to respond to children's needs promptly and sensitively as they are attentive and closely supervise children at all times.

The manager drives improvement by motivating staff through involving them in decision making at team meetings, recognising strengths and training needs at appraisals and rewarding positive practices, such as 'employee of the month' scheme. She acts as a positive role model and encourages and maintains enthusiasm amongst the staff team by allocating areas of responsibility, such as outdoor play coordinator. Management and staff demonstrate a strong capacity to continually improve the service they provide by monitoring and evaluating practices in order to identify areas of strength and weakness. For example, by completing the self-evaluation form they identified areas for improvement, such as developing the key person system and improving the outdoor area. Feedback is sought from parents by giving out questionnaires and reasonable steps have been taken to complete recommendations from the last inspection, such as recording procedures for administering medication, carrying out monthly fire drills and displaying the complaints procedure for parents, enhancing the care and safety of children at the setting. Furthermore, staff are well supported in attending ongoing training to increase their knowledge and skills, such as first aid, safeguarding and food hygiene.

A partnership with parents policy is in place and recognises the parents as the first educators of the child. Children benefit greatly from staff working closely with parents through lots of consultation, such as when a child is moving to another room. Daily chats and diaries keep parents informed of how their child is doing. Parents are welcomed into the setting and are at ease talking to staff. Parents are involved in children's learning as they can look at the 'record of achievement' file at any time or attend review meetings with the key person. New parents receive a wealth of information in a welcome pack, including policies, activities and play plans. Menus and the registration certificate is clearly displayed for parents on the notice board. Relevant information regarding the uniqueness of each child is obtained from parents, such as the name the child likes to be called, ethnic origin, first language, religion and special needs. Furthermore, information regarding health and dietary needs are discussed and recorded on the personal information form.

The provision has established strong links with other nurseries, schools and Sure Start centres delivering the Early Years Foundation Stage framework through arranging cover for staff absences in order to ensure progression and continuity of care and learning. The setting works well with other agencies, such as occupational therapists, health visitors and speech therapists to provide specialist equipment for children with disabilities in order to support their level of achievement and enjoyment at the setting. All children are included in activities through staff changing or adapting the way play is provided to suit all levels of ability. Children feel a sense of belonging as photographs of themselves, their

family members and pets are laminated and freely available for them to look at whenever they want. In addition to accessible resources, the building and learning environment is suitable for all as it is on ground level, has wide doorways and an adapted toilet.

The quality and standards of the early years provision and outcomes for children

Staff help children to learn by spending time with them and encouraging them to join in. For example, staff enthusiastically ask 'what shall we sing?' Staff have a good understanding of the Early Years Foundation Stage framework and provide a stimulating learning environment covering the six areas of learning. For example, role play, construction, mark making and books and stories are all easily available. Drapes and curtains create cosy areas for looking at books outside. Children respond well to simple instructions, such as 'Lets tidy up'. Children have confidence to speak with others and initiate conversation easily, such as 'Its my last day today' and 'I had my birthday.' They know print carries meaning as words and letters are clearly displayed around the rooms indicating contents of drawers and containers. Children show interest in information communication technology as they easily press buttons and click the mouse on the toy lap top. Babies show interest in pressing buttons to operate sound and musical toys. Children love to be outdoors as they run out excitedly to play.

Babies freely explore the environment with interest as they frequently reach for and handle objects. Children often seek out others to share experiences as they 'make dinner' in the home corner. They seek to do things for themselves, such as washing and drying their hands. Children use number names accurately as staff ask 'how many cups do we need?' and children count up to four saying one number name for each item. Young children enjoy filling and emptying containers with water and begin to notice variations in size as they build a 'big' tower with the bricks. Children move in a range of ways, such as running, pedalling and kicking balls. They use tools well as they make pictures using glue spreaders and use cutters and rollers in the play dough. Babies explore and experiment with pink water using their whole body. They enjoy singing favourite songs, such as 'wind the bobbin up'. Children use their imagination in art as they make paper hats to wear and create self-portraits using paper plates.

Children are active learners. They freely explore the environment as they easily access play resources. They also benefit from adult-led activities, such as craft activities, stories and circle time. Babies and young children develop their senses effectively through exploring a good range of resources, such as feathers, different materials and textures, brushes, mirrors, tree bark and wooden blocks. Staff find out what children can do on entry to the setting by asking parents to complete an 'information about me' form. Observation and assessment arrangements help children make progress, although the information from observations is not always used to identify and plan for the next steps in children's learning and development, hindering their achievement of the early learning goals.

Staff help children to learn to keep themselves safe through appropriate

discussions. For example, staff say 'sit on the chair properly so you don't fall'. Babies safety needs are generally met as a separate area is organised for non mobile babies. However, at times, other children may be able to access space where babies are sleeping putting their safety at risk. High priority is given to an effective key worker system which contributes to children's care and well-being as it is child-led and helps new children settle in. Children benefit from fresh air and exercise every day. They enjoy playing out in the rain and splashing in the puddles as they know to wear appropriate clothing and footwear. They keep fit and active through playing outdoors as they choose using a good range of equipment, such as bikes, balls and cars.

An exclusion policy is in place and use of paper towels help prevent the spread of infection. Appropriate action is taken when children are ill and children understand the importance of hand washing after toileting and before food. Children begin to understand how to lead healthy lifestyles through make healthy choices at meal and snack times, and water is available throughout the day keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration, and as a result, children are eager to play and join in activities. New babies settling in are given lots of time, attention and cuddles to help them settle. Through a good range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make sticking pictures using spaghetti, explore glitter in the play dough and enjoy paper weaving.

Children respect diversity through staff talking to them about people who are different in order to promote awareness and understanding. For example, sign language is highly valued as all children learn to sign simple words and a visual timetable is used daily with all children. 'Homes around the World' theme helps children learn about other countries and how people live, such as discussing Igloos, mud huts and tepees. Children respect other cultures as they recognise Eid by decorating cards with moons and stars. A good range of play resources help children become aware of the wider world and value diversity, such as ethnic dolls, a welcome poster and signs in other languages, black and disabled play figures and Chinese play food. Children are actively involved in making choices and decisions as staff ask them what they would like to sing and what colour apron they would like. Children's behaviour is managed positively through strong emphasis on rewarding good behaviour using charts and giving praise contributing to children's confidence and self-esteem. Children are prepared extremely well for transition from one room to another through lots of consultation with parents and several visits appropriate for the needs of the child. Overall, children are making steady progress and developing skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met