



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251479

DfES Number: 511886

### INSPECTION DETAILS

Inspection Date 22/03/2004  
Inspector Name Moira Oliver

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Felixstowe Nursery School  
Setting Address Ambulance Hall, Ataka Road  
Felixstowe  
Suffolk  
IP11 9DH

### REGISTERED PROVIDER DETAILS

Name Felixstowe Nursery School 1330371 274663

### ORGANISATION DETAILS

Name Felixstowe Nursery School  
Address Ambulance Hall  
Ataka Road  
Felixstowe  
Suffolk  
IP11 9DH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Felixstowe Nursery School opened in 1987. It operates from two rooms in The St John's Ambulance Hall in Walton, Felixstowe. The nursery serves the local area.

There are currently 46 children on roll. This includes 26 funded three-year-olds and 4 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports some children with special needs.

The group opens five days a week during school term times. Sessions are from 08:45 until 12:45 every morning and on Tuesday and Thursday afternoons from 13:00 until 15:00.

Seven part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Felixstowe Nursery School provide satisfactory care for children. The staff work directly with the children in an inviting and stimulating environment. A varied provision of toys and equipment give children opportunities to develop through play. Good use is made of the available space, there are well defined areas for play which children access freely during the first part of the morning. Documentation is in place to enable staff to provide appropriate care and learning, however, policies are in need of reviewing and up-dating. Confidentiality of the accident and incident books need consideration.

Staff have a good awareness of safety and risk assessments are carried out, however, staff need to ensure all aspects of the room are safe before each session. Procedures for health and hygiene are effective and children's dietary needs are met, however, attention needs to be given in respect of hand washing. Children are provided with a variety of snacks which often link in with the topic, encouraging them to try different foods and experience a range of tastes. Staff work closely with

parents and other professionals to provide good quality care for all children including those with special needs.

Staff build trusting relationships with the children and are involved in their play, they extend the children's language and encourage them to think for themselves. The staff have a positive approach to behaviour and are clear about what they expect, this ensures that the children know their boundaries and behave well.

Good relationships are built with the parents, information is shared daily. Parents find the staff friendly and approachable, enabling them to work in partnership.

#### **What has improved since the last inspection?**

Fresh drinking water is now available at all times for the children. The registration procedure has improved including the recording of visitors. Children's individual records are now stored out of sight and therefore confidentiality is maintained. A procedure is in place ensuring that persons not vetted are never left alone with the children, and hazardous items are out of reach, ensuring that the children are in a safe environment. All staff understand and work to the equal opportunities policy and parents have access to OFSTED's contact details.

#### **What is being done well?**

- Staff provide a stimulating and inviting play environment with a variety of toys and equipment to inspire the children's creativity. They work directly with the children, getting involved in the children's play and developing their language and thinking skills.
- Staff know the children well and build trusting relationships with them. They work effectively as a team, to ensure all children's needs are met.
- Staff work closely with parents and other professionals to ensure all children, including those with special needs, receive good quality care and attention.
- Parents are very happy with the provision, the staff are friendly and approachable and the children enjoy their time at nursery.

#### **What needs to be improved?**

- the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer;
- the cleanliness of the water in the children's hand washing bowls provided;
- the confidentiality of the accident and incident books;
- the daily checking of the safety of the stacked chairs.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Make sure that stacked chairs do not pose a hazard to children	13/04/2004
13	Child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	13/04/2004

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Regular changing of water in washing bowls to ensure each child washes in clean water.
7	Consider the confidentiality of the accident and incident books.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Felixstowe Nursery School offers good quality provision which helps children make generally good progress towards the early learning goals in personal, social and emotional development, and creative development and very good progress in communication, language and literacy, mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. The staff build good relationships with the children and work directly with them, supporting them in their chosen activity. Staff have a good knowledge of the early learning goals and of how children learn. They plan the programme well and make good use of the activities they provide to extend and reinforce learning. Staff assess the children through observations which are used for planning the next step in the children's learning. Planning links directly with the stepping stones ensuring staff build on what the children already know and offer challenges to extend them. The children have opportunities to initiate their own play and to explore the activities, however, a large proportion of the morning consists of adult lead group activities, restricting choice.

Leadership and management is generally good. The manager and staff know their roles and responsibilities and work successfully as a team, promoting a safe and secure environment where children can learn through play.

Partnership with parents is generally good. Parents are encouraged to come into the setting and they are aware that they can talk to the staff at anytime. Information is provided to inform parents of the topics and they take home their child's assessment records each term, however, parents are not aware of the Foundation Stage Curriculum.

### What is being done well?

- Children are becoming confident communicators, they initiate conversations with familiar and unfamiliar people. Imaginative play provides very good opportunities for children to communicate together as they make up their own stories.
- Mathematical development is very good. Children access a range of equipment and use mathematical language in play situations such as weighing the vegetables in the farm shop.
- Children are developing good investigation and exploration skills, they experience a range of natural and man made materials and have opportunities to observe change and growth through topic work.
- Staff build good trusting relationships with the children, providing effective role models, enabling the children practice skills and develop friendships with each other.

**What needs to be improved?**

- Parents knowledge of the Foundation Stage Curriculum and how their child is working through the stepping stones toward the early learning goals.
- The structure of the day, providing children with longer opportunities for child initiated play, ensuring children have choices and are able to develop independence.

**What has improved since the last inspection?**

The planning has improved and now identifies the learning objectives for the children in all six areas of the curriculum. The planning is evaluated to ensure the learning objectives are achieved.

A programme has been developed to include more opportunities for children to learn about those from different cultural backgrounds and for children to develop an awareness of a range of cultural and religious events. Festivals are planned throughout the year and parents are involved in some of the research and resources.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in the activities presented, they ask questions and confidently contribute to the group. Behaviour is good, they learn to take turns and share the equipment. Children treat each other with respect and courtesy, they learn to show sensitivity towards people of their own and other cultures through celebrating festivals. Independence is encouraged, however, children have limited opportunities to persist for extended periods of time at an activity of their choosing.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently communicate with each other and the staff, using a rich language in their role play. Children listen to and enjoy stories, they handle books appropriately and are encouraged to take care of them. Children are beginning to recognise their own names and other labels around the room. Writing materials are freely available and the children are motivated to write, practicing their emerging writing skills in imaginative play with note books and clip boards.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop their mathematical skills through a variety of enjoyable, practical activities including songs, the farm shop, puzzles and pattern making. Children are confidently using number, counting the children present, looking at the date and in the prices in the farm shop. Older children are learning to recognise numbers one to ten. Matching with shape and size is reinforced through art work and simple computer games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide stimulating opportunities for children to explore, investigate and observe growth and change through topic work in practical activities such as planting. Children are introduced to, and handle, a range of materials both from the natural world and man made. Children have opportunities to design and construct during junk modelling and other construction toys. Children are developing a knowledge of past and present while observing the life cycles of frogs and through other activities.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children demonstrate control and coordination when using wheeled toys outside and during movement sessions. They negotiate round others and can find a space for themselves. Importance is drawn to caring for their bodies such as their teeth, this is reinforced with healthy snacks. Children have opportunities to climb, slide, pedal, jump, throw and catch in activities indoors and out. Children handle tools during woodwork in a safe controlled environment.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have excellent opportunities to use their imagination both in role play and art and craft activities. They enjoy painting and regularly experiment with different paint and print techniques. Examples of children's work is displayed and reflect their own ideas and representations. Musical awareness is developed, children sing, play instruments and listen to a range of music. Due to the adult lead second half of the morning, creative play was limited by time.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Actively encourage parents to become more knowledgeable of the Foundation Stage Curriculum and how their child is working through the stepping stones toward the early learning goals.
- Provide children with longer opportunities for child initiated play, ensuring children have choices and are able to develop independence.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*