

Fountains Spring Day Nursery

Inspection report for early years provision

Unique reference number	EY427989
Inspection date	03/02/2012
Inspector	Angie Ellis
Setting address	The Maltings, Maltings Road, HALIFAX, West Yorkshire, HX2 0TJ
Telephone number	01422 357967
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Type of setting	Childcare - Non-Domestic

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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

Fountains Spring Day Nursery is operated by Hipperholme and Lightcliffe High School and was registered in 2011. The nursery serves the local area and has strong links with the school. It operates from one large open space sub-divided into a classroom, toddler area and baby area in part of the ground floor of an old disused brewery in the Fountain Spring area of Halifax, West Yorkshire. Children have access to a secure outdoor play area.

The nursery open Monday to Friday from 7.30am to 6 all year round. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register to care for a maximum of 60 children in the early years age group at any one time, no more than 15 of whom may be under two years.

There are currently 16 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-olds.

The nursery employs six members of child care staff. Of these, 3 hold level 3 early years qualifications, the manager holds Early Years Professional Status and level 6, the deputy holds a level 5 qualification and the baby room manager holds an advanced level 4 in childcare and education. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting promotes excellent levels of care and education to all children. The management team is highly motivated, inspirational and focused on ensuring that children are offered an extensive range of innovative activities which means that they flourish and succeed extremely well in their learning and development. Children are at the heart of this vibrant and stimulating setting in which their individual needs are genuinely valued and nurtured, therefore promoting inclusive practice. Significant priority is given to establishing and maintaining close working partnerships with parents, the local community and providers of other settings children will move on to. Rigorous monitoring, reflecting and evaluating of the service ensure continuous improvement of exceptional quality. Staff, parents and children all play a valuable part in the process, resulting in a service that is exceedingly receptive to the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the link between the indoor and outdoor environments so that children can move freely between them and access continuous provision.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children. All staff fully understand their responsibilities to safeguard children's welfare and follow the Local Safeguarding Children Board procedures in relation to child protection should a concern arise. Robust systems are in place for the recruitment and vetting of any new staff. Highly effective risk assessments clearly identify all aspects of the environment that need to be checked on a regular basis and these are reviewed regularly. There are rigorous systems in place for checking visitors and secure entry systems in place. Great emphasis is given to ensuring that all staff understand and are effectively implementing the policies and procedures through rigorous monitoring by senior management. This includes implementing a highly effective mobile phone policy to safeguard children.

The effectiveness with which the setting deploys resources is excellent. Children thrive in this exceptionally stimulating environment. This is because highly qualified and experienced staff are considered to be the most valuable and effective resource available. Extremely strong leadership from the headteacher and the nursery manager ensures highly effective management practices are in place. There is a high commitment to invest in staff training. As a result, there is a highly qualified staff team who contribute new and fresh ideas to the setting and are dedicated to providing the highest standards of care and education. The partnership with school ensures that there is a highly effective support system in place for all staff. Regular one-to-one meetings between the headteacher, the manager and all staff provide an opportunity to discuss any issues staff may have and how continued professional development may be supported within the school network. Staff are effectively deployed and space is organised and used extremely well. The furniture, equipment and resources within all areas are of high quality and extremely suitable for the ages of the children to fully support their learning and development. The setting has a large secure outside play area, where the children have the freedom to play and explore outdoors. However, the link between the indoor and outdoor environments so that children can move freely between them as part of the continuous provision is not as fully established as it could be. The setting has highly effective steps in place to ensure the resources and the environment are sustainable. For example, children grow herbs, fruit and vegetables. This helps the children to learn to care about their environment and develop their knowledge and understanding of the world.

An inclusive, welcoming service is provided by the setting, and adults support children and an enabling learning environment. The setting's engagement with parents is excellent. There is resounding praise from all the parents who volunteered to share their views on the day of the inspection. They are extremely happy and describe a setting that provides a high quality service. They value the care their children receive and are extremely delighted with the progress that their children make. There is an excellent two-way process of sharing information between staff and parents to support children's learning, both at the setting and at home.

The setting is committed to working in partnership with others and takes a lead role in establishing highly effective working relationships. The partnership between the high school and nursery is proving to be highly successful. Students on a childcare course carry out their vocational training within the nursery in order to gain practical experience. Management are highly motivated, focused and passionate in achieving their vision of making a difference and ensuring that the outcomes for children are the best possible. They have an extensive development plan. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to do to continually improve. Innovative ways are used to seek the views of all staff, parents and children as part of maintaining continuous improvement.

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

The setting promotes a successful culture of learning through play in an extremely stimulating environment in which a wide range of activities and exciting experiences are provided to all children, both indoors and outdoors. Subsequently, children are actively encouraged to become independent in their learning and development. This results in children's progress flourishing extremely well and enables them to develop valuable skills for the future. This is as a result of staff having an excellent understanding of how children learn and develop.

Systematic and thorough observations are successfully matched to the areas of learning and the next step of learning is effectively identified within the assessments to inform future plans for each child. An excellent key person system and high quality interaction fully promote children's enjoyment and achievement. Staff across the setting consistently engage with and stimulate children throughout the day. For example, children are captivated and engaged in sustained purposeful play in the sand area that had been set up as a rock pool as a direct lead taken from the children's interests.

Children have a balance between freedom and safe limits. Staff understand children's capabilities well and that suitable types of activities and appropriate levels of support give children the confidence to take risks and try out new skills. As a result, children feel safe and secure. Children learn to adopt healthy lifestyles as they are cared for in an environment which is extremely clean, welcoming and inviting. Children's health and growing independence are supported extremely well. For example, they learn about how germs can make them ill. The food provided for the children is nutritious, healthy and cooked by a fully trained chef. Children learn how to care for herb and fruit plants in order for them to stay healthy. Physical development is extensively encouraged. For example, the children run around and engage in action songs and rhymes in the outdoor play area, therefore they learn to recognise the effects of physical exercise on their bodies.

Children behave well and this is as a result of staff modelling calm, consistent behaviour and setting and maintaining boundaries. Children's awareness of diversity and the wider world is encouraged in a relevant and realistic manner.

Signs, labels, posters, books and photographs around the setting support children's understanding of the local community and the wider world. The practice which enables children to develop skills for the future is outstanding. There are vast activities in which children can experiment and explore. In addition, communication, language and literacy are developed as a natural part of the setting's routines. For example, young children are encouraged to use and repeat words, fostering a love of language from the earliest age. Children have constant access to books and share these with staff, either in a group or in a one-to-one session. Information and communication technology skills are developing extremely well, for example, through the use of programmable and battery operated toys and computers. Children naturally use mathematical language during play and develop skills in numeracy and problem solving through games, jigsaws and counting in daily routines. Everything that happens within the day is used as an opportunity to learn.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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