

Fenchurch Day Nursery

Fenchurch Street Centre, Fenchurch Street, HULL, HU5 1JF

Inspection date	20/02/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The manager ensures the safety of all children through rigorous safeguarding policies and procedures and making sure that all members of staff are suitable to work with children.
- There are strong partnerships with parents, the children's centre and local schools and this promotes good outcomes for the children who attend the nursery.
- A well established key person system supports children's emotional well-being. This helps children to become confident learners who have high self-esteem.
- The staff teach children effectively through planned group work and interacting with the children. This means that children make good progress from their starting points.

It is not yet outstanding because

- The languages and customs of children who speak English as an additional language are not always explored in the nursery.
- The older children have their drinks poured for them at snack time so they do not always have the opportunities to develop their independence at this time.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a joint observation with the manager to monitor the quality of teaching and the impact upon children's learning.
- The inspector looked at evidence of children's learning and progress from their starting points.
- The inspector checked the evidence of suitability and qualifications of the staff who work with the children.
- The inspector spoke to parents and children to gain their views on the nursery.

Inspector

Rose Tanser

Full report

Information about the setting

Fenchurch Day Nursery was registered in 2007 and is situated within the Fenchurch Street children's centre which is located near to the centre of Kingston upon Hull. The nursery is self-contained and provides both sessional and full daycare. The nursery is open from 7.30am to 6pm, on Monday to Friday, all year around, except for public holidays and a week at Christmas. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 95 children on roll. The nursery receives early education funding for three- and four-year-olds. The nursery also receives funded early education for two-year olds.

The children are cared for in three rooms plus a large multi-purpose room, each of which have secure enclosed outdoor play areas. Support is in place for families who have English as an additional language. Currently there are 15 members of staff employed who all hold or are training towards recognised early years qualifications. The manager holds Qualified Teacher Status and Early Years Professional Status. She is part of the senior management team in the children's centre where the nursery is located. The nursery employs a cook to prepare healthy snacks and meals.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide resources, such as stories, songs and key words that reflect the home language and cultural background of all children attending the nursery
- support children's growing independence by allowing them to pour their own drinks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery environment is welcoming both inside and outside and children have access to a broad range of interesting and challenging resources. The staff are well qualified and seek to improve their practice through training, and this means that children make good progress in their learning and development. The staff identify children's starting points swiftly and this means that their next steps are quickly identified and planned for, across all areas of learning. The weekly plans clearly show the learning outcomes for every child and these are displayed so that all staff can support every child in the nursery. The children enjoy active, adult-led activities which motivate them to get involved and learn from each other, helping them to become confident learners. The children's interests are

observed and incorporated into the planning. The children show an interest in pirates and the staff plan activities linked to this, for example, pirate stories and rhymes that promote children's vocabulary and number skills. A member of staff makes treasure maps with the children, teaching them about different environments from their own. The staff use a 'listening wall' during outdoor adult-led activities to encourage the children to listen and respond to each other. The staff ask questions to encourage the children to think about what they have previously learned, for example, the names of the plants and animals in the nature garden. The younger children have opportunities to develop their problem-solving skills as staff show them how to use toys to create an effect. One child plays with a toy garage and a member of staff demonstrates how to turn a wheel to move a ramp on the garage. The child copies the action several times, showing delight at her success. This helps to her become increasingly confident to try new activities. Children who have English as an additional language are well supported in their acquisition of English. However, not all home languages and cultures of children and families attending the nursery are explored within the nursery to help the children understand that there are similarities and differences between themselves and others.

The children are encouraged to be active learners inside and outside and staff interact with the children to promote their communication and language skills and to collaborate with each other. A member of staff supports two younger children to build a tower with bricks, encouraging them to take turns, thus promoting their social skills. She counts the bricks as they build, helping them with the development of early counting. The strong focus on these areas, as well as the development of physical skills means that all children are ready for the next steps in their learning, including children who will soon be moving to school.

Parents are actively involved in their children's learning from the time they start at the nursery. 'All about me' books are completed by the parents so that the staff know, right from the start, the children's needs and interests. This allows the staff to meet the children's needs from the beginning of their time spent in the nursery. Children's learning and development is shared with parents, for example, the progress check at age two and learning and development reports, completed by the child's key person. The staff give good support for children's learning at home and ask parents to share their children's achievements at home, therefore, promoting strong learning partnerships between the nursery and home.

The contribution of the early years provision to the well-being of children

The key person system ensures the emotional well-being of all children is monitored so that they feel safe and secure in the nursery. Before children start in the nursery parents are offered the opportunity to leave their children for short 'taster' sessions to help the children quickly begin to feel at home in the nursery. During these sessions the staff identify if the child is forming an attachment with a particular member of staff who will then become the key person for that child. The children are well supported by all staff who identify children who are upset and comfort and reassure them. The children behave well, showing that they feel safe in the nursery and this further supports their emotional well-being. The children are gaining an understanding of risk as they explore the nursery,

knowing that the staff are there to support them. The indoor and outdoor environments are welcoming and stimulating. There are a range of exciting, open-ended resources that all children can access independently. The younger children enjoy walking and balancing on wooden blocks outside and navigate around them so they do not bump into other children. The older children build dens with natural resources, such as logs, they know that they have to be careful when carrying the logs and that the dens need to be built so they are safe. This motivates the children to try new experiences and promotes their problem solving skills. The staff encourage the children to explore and they join in their play, providing clear guidance about behaviour that ensures all children know the expectations. This helps children to feel safe and secure.

The children enjoy a range of healthy snacks and meals that are prepared in the nursery. The children are given choices at snack time and the staff talk to the children about the fruit available and how it is good for their health. There is water and milk available for the children but they do not always have the opportunity to pour their own drinks and this means that they can not become increasingly independent at accessing drinks when they feel thirsty.

There are good arrangements for children who are moving to a new room in the nursery. There are planned transition visits which support the children to become familiar with the new staff and children. Parents are informed so they can also help to support their children moving within the nursery. The member of staff responsible for supporting children who are going to school contacts all the schools where children are going to attend to develop partnerships that ensure the children are really well supported at this time. Teachers from the schools are invited to observe the children in the nursery in order to see them in a familiar environment. The children have opportunities to look at photographs of the school and the nursery provides school uniforms for the children to try on to help them prepare for starting school. This supports the children's well-being during the changes they encounter so they are emotionally prepared for their next steps in learning.

The effectiveness of the leadership and management of the early years provision

The manager fully understands the safeguarding requirements and ensures that they are followed by all staff, students and volunteers. The manager ensures that all staff are suitable to work with children through thorough vetting processes. The policies and procedures that focus on safeguarding are reviewed annually or when there needs to be changes because of new requirements. The policies are all read and understood by the members of staff. Recruitment procedures are rigorous and follow the guidance on safe recruitment. New members of staff are mentored as part of a comprehensive induction process to support and swiftly develop their practice in the nursery. All staff have attended child protection training and demonstrate a thorough understanding of how to keep children safe and secure. All staff have current paediatric first aid certificates and this ensures the further safety of the children.

The staff are well qualified and experienced, which means that the children are very well

supported in their learning and development. The manager closely monitors the quality of teaching and learning in the nursery. The quality of teaching is observed frequently to support the staff in the delivery of the areas of learning. The feedback to the staff, which includes appraisals and supervisions, gives opportunities for the manager to quickly address any concerns and to provide appropriate support. The nursery staff access a range of training to develop their expertise in the delivery of the educational programmes. Recent training includes promoting children's communication and thinking skills. This results in staff identifying how to improve the outdoor environment to promote these skills through the introduction of a 'listening wall' for children. The manager regularly puts together an overview of the learning and development of all the children in the nursery to identify any areas where children are not making good progress. Recently, mathematical development has been identified as an area where a number of children are not making as much progress and as a result, there is now a strong focus across the nursery in teaching children mathematical vocabulary and this is closing the gap.

There are strong partnerships with the children's centre, in which the nursery is situated. The manager is part of the senior management team in the centre and this results in the nursery being actively involved with the work of the centre to promote good outcomes for children and their families. Parents have opportunities to be part of the self evaluation that supports the nursery to identify strengths and weaknesses. The nursery staff encourage the parents to contribute to a written evaluation, displayed in each room. This evaluation also documents ideas from staff and children to ensure everyone is included and their thoughts are valued. The nursery has well established partnerships with local schools, sharing important information on children's learning and development as they move from the nursery to school. This means that the schools know children's starting points and can meet their needs as soon as they move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY355671
Local authority	Kingston upon Hull
Inspection number	873519
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	95
Name of provider	Goodwin Development Trust
Date of previous inspection	14/03/2012
Telephone number	01482 497801

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

