

# Farlington Day Nursery

376 Havant Road, Farlington, Portsmouth, Hampshire, PO6 1NF

<b>Inspection date</b>	09/01/2014
Previous inspection date	15/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	1	1
The contribution of the early years provision to the well-being of children	2	1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The nursery provides a highly stimulating environment with resources and activities that promote learning and challenge children. As a result, children make excellent progress towards the early learning goals.
- The safeguarding and welfare of children is highly successful because staff have excellent systems in place that protect children and help them protect themselves.
- Children are developing excellent independence skills in which they manage tasks and self-care skills themselves in preparation for school.
- Management successfully evaluate the quality of the nursery, which provides them with a thorough awareness of their clear strengths and areas for further development, they support the professional development of staff and make clear plans for improving their practice.

## 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 observed children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager and owner.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector carried out a joint inspection with the manager.

## Inspector

Nadia Mahabir

## Full report

### Information about the setting

Farlington Day Nursery registered in 2003 and is located in the outskirts area of Portsmouth in Hampshire. The nursery operates from a detached home owned by the proprietor/manager. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens from 7.30 am to 6 pm, Monday to Friday all year round. Children have access to various play rooms on the ground and first floor. There are several secure outside play areas. Children are able to attend for a variety of sessions or for full days. The nursery receives funding for the provision of free early education for two, three, and four-year-olds. There are currently 135 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of twenty three staff work directly with the children. Of these, nineteen hold relevant qualifications at level 3 or higher.

### What the setting needs to do to improve further

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

- enhance the already excellent provision for younger children's outdoor learning, by providing them further with a varied range of activities and opportunities to learn more about their natural surroundings.

## Inspection judgements

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

Children thoroughly enjoy learning and make excellent progress. The room is carefully laid out with a wealth of inviting activities set up in designated learning areas. Children's ideas and choices are an integral part of the daily organisation of exciting experiences and they and the staff often discuss and review what they have enjoyed during a session. Each child is considered unique in this highly effective and nurturing nursery. Teaching is enthusiastic and imaginative, and staff respond to each child at all times with interest and respect. For example, staff expertly use open-ended questions to encourage children to talk about. Children clearly know when to listen and pay attention for example, during stories and group discussions. They articulately express their ideas, describe what they are doing or making, and readily respond to questions. They develop control and coordination when using pencils and crayons in readiness for mark making and recognise and use letters and sounds, for instance when finding their name.

Staff create excellent resources to support non-verbal communication, for example children are able to make independent choices by pointing to the visual timetable and by using picture cards. Staff consistently use examples of mathematical language during

activities so that children learn about space and measure. They help them to count objects and recognise numbers. The effective use of computers and an exciting range of programmable and push-button toys mean that children are developing very good technological skills. Provision for sensory play is a key strength of the educational programme for under twos. A well-stocked treasure basket of everyday objects and materials, which all look and feel different, keeps them enthralled for ages. Babies shriek out, babble and laugh as they start to use single words that staff repeat again and again to reinforce their understanding. Babies are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of using their fingers and brushes to make marks on paper with paint. Children take great care in looking after the nursery's animals. They have the opportunity to watch, document and monitor the life cycle of them. Children become nature detectives and become thoroughly engrossed in their scientific work. This is typical of the fantastic experiences children are offered and highlights the strong focus staff place on exploring and investigating whilst allowing children to interact and lead their own activity.

Children's learning and progress is individualised and targeted to meet their specific needs. Staff have a very good knowledge of how children learn, which means that they use effective questioning and intervention during children's play, encouraging them to discuss and think about their learning. The educational programme is underpinned by staff's excellent use of specialist assessment and monitoring tools, and teaching strategies. They ensure that the planning of the educational programmes is based securely in meticulously assessing what children can do. Staff complete the progress check for two year old children to identify children's strengths and areas where they make less than expected progress.

The nursery work closely with parents and other agencies to access timely, well-targeted support for children with communication or other developmental delay. Transitions into, and out of, the nursery are given the highest priority as practitioners recognise their importance in children's development. Children, therefore, settle easily and are prepared extremely well in readiness for the move to school. Resources to support children's learning at home are also shared with parents. A daily diary is also in use to share information between the nursery and home and has resulted in increased information being shared with and by parents. The extent to which practitioners value information from home contributes significantly to children's learning. The staff provide very good levels of support to families working with other professionals involved with the children to successfully support each child's full inclusion in the nursery.

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

All staff welcome children warmly, as well as making sure that their families are fully welcomed into the nursery. Assessment of children's starting points on entry is highly effective due to the close working relationships that exist between the staff and parents. Parents are encouraged to share detailed information about children's likes, dislikes, stages of development and family background in a comprehensive document. All key

persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the setting and at home. As a result, parents feel fully enabled to approach their child's key person or a member of the management team. Secure bonds are seen throughout the nursery due to the excellent interactions between adults and children. Children are happy, calm and settled as the staff are very caring and give high priority to all children's needs and opinions. Staff provide an exceptionally inclusive environment, allowing children to play on the floor, stand or sit at tables or lay on large soft cushions.

Balanced and nutritious meals and snacks are provided by the nursery. Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for their transitions both within the nursery and on to other settings and school. Children learn about making healthy choices in their food through discussions at mealtimes and the activities provided. They wash their hands at appropriate times and there are very good hygiene practices throughout the nursery. The provider and staff expertly and calmly promote children's comfort and good hygiene during nappy changes and self-care routines. Staff conscientiously implement the policies in place to support individual children's dietary needs and allergies. As a result children's well-being is protected extremely well.

Staff become fully involved in children's play outdoors, helping them explore ideas and extending children's learning through discussion. For example, a staff member enthusiastically role plays a journey around the world on a magic carpet. She sits on the mat with children using various props. She talks to them about the countries they have visited and uses animals to reinforce their journey, for example, when they visit the desert and the jungle, the children find and discuss certain animals that live in those habitats. This prompts fantastic conversations where children learn about the world they live in. They have an abundance of super resources and equipment to promote their developing physical skills, such as, balancing, climbing and role-play resources. Babies and toddlers have their own space in the garden so that they can explore and develop their large muscles. However, staff recognise that more can be done for younger children to enhance children's play and learning outdoors to complement the indoor activities even more. The provider and staff consistently ensure children's learning is enhanced by other activities within the community. They go for walks, visit the park, and the local shop. An elderly home is visited twice a month by the children from the nursery. This creates wonderful opportunities where experiences and knowledge is exchanged by both young and old.

Staff are excellent role models. They use consistent strategies and age and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing. All adults very ably support children in further developing their confidence and skills so that they are socially and emotionally ready for the next stage in their learning, including going to school. For example, staff create opportunities for children to take the lead in discussions or activities. They also readily encourage and follow up children's suggestions for activities and often involve them in discussions about what they have enjoyed doing. Children are very well prepared for the move to other rooms within the nursery and there

are close links with local primary schools. Staff form very successful links with other practitioners who are also involved in children's care and learning. This ensures consistency of care, and a very smooth move between the settings.

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

All members of the management team have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They are experienced in dealing with safeguarding issues and concerns and ensure that all staff understand and follow child protection correct procedures. Staff undertake regular risk assessments for all areas used by the children and this creates an extremely safe environment for them to play in. Comprehensive policies and procedures are in place and shared with parents. Detailed procedures for vetting and assessing the suitability of staff are in place. Excellent induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively.

The enthusiasm of the provider and manager is communicated to all staff, resulting in a dynamic and vibrant learning environment in which all children are thriving. Partnership working with parents is outstanding and great importance is attached to the value of their contribution to their children's nursery experience. A parental survey is sent out regularly and parents are consulted about many aspects of the nursery's operation. Parents are fully involved with all aspects of their child's learning and care. Their views are sought through discussions and involvement in children's records of learning and questionnaires. Parents benefit from an extensive array of information displayed on the parent's notice board and regular updates in newsletters. Parents express their appreciation of the welcoming, professional approach of the setting and value the service they provide very highly. Many of the families have had older children attending the nursery and express their strong sense of belonging to the service.

All staff have a very good knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Their extremely close monitoring of children's progress helps them successfully identify any gaps or differences in learning, such as where children learn better in an outdoor environment. This enables staff to adapt activities and plan according to individual learning styles as well as needs. The management team regularly observe teaching practice and use their evaluations to identify individual and whole team training needs. Successful mentoring and peer observations are an additional tool for driving improvement. Staff continue to develop as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. There are regular opportunities for staff to promote their skills and development, and they are encouraged to take responsibility for areas of curriculum and the environment. They work extremely well together as a team to evaluate provision and make improvements where necessary.

The provider and staff are passionate about what they do and totally dedicated to offering

children and families a high quality early years provision that meets their needs. To this end, they carefully monitor and evaluate all aspects of the nursery and are highly motivated and successful in driving and sustaining improvement. For example, the provider and staff have embedded rigorous monitoring of children's learning and development, and of the effectiveness of their teaching and of the educational programme. This means that at any given time they have a precise assessment of how well each child is progressing and know whether their planning, organisation and layout of activities and resources are fully promoting all areas of children's learning.

The nursery school's self-evaluation plan is a key driver for improving the quality of the service, and the commitment to involving staff and parents in delivery is a very strong focus. Frequent in-house training and an extensive programme of continuous professional development means that practitioners are highly motivated and offer children highly competent teaching and learning experiences. The nursery strives continuously to maintain very high standards through the dedication of the staff team, who are united in driving improvement. Consequently, this has an exceedingly positive impact on the quality of teaching and learning for all children.

### **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

<b>Unique reference number</b>	EY263787
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	944213
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	135
<b>Name of provider</b>	Rachel Carla Dolman
<b>Date of previous inspection</b>	15/02/2010
<b>Telephone number</b>	02392 351205

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## 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.

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