

# Foundations Day Nursery

Jubilee Community Congregation, The Elim Church, 61 Hoo Road, KIDDERMINSTER, Worcestershire, DY10 1NB

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 27/08/2013 |
| Previous inspection date | 20/01/2010 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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

- Children make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning through play, and take into account children's individual interests and play preferences.
- Parents and staff exchange valuable information on a daily basis. This effectively supports children as they settle in the nursery as their parents are well-informed about their child's progress and enables them to share ideas for supporting children's learning further.
- Relationships with outside agencies are strong as staff are proactive at making contact with local schools. This provides effective transitions for children who are moving into full time school and children who have additional needs.
- Staff are supportive of children's individual needs. Positive interaction with the children and good relationships are evident throughout their play and learning which ensures children feel secure.

### It is not yet outstanding because

- There is further scope for children to enjoy independence by serving their own food and pouring their own drinks at mealtimes.
- There are further opportunities for staff to include children in discussions about the characters in the books that are being read during circle 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector observed activities in all of the rooms and the outside learning environment.
- The inspector held a meeting with the manager and deputy manager and talked to staff during the inspection.
- The inspector conducted a joint observation of staff child interaction with the manager of the nursery.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.

## **Inspector**

Susan Rogers

## Full Report

### Information about the setting

Foundations Day Nursery was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is one of two nurseries registered by Elim Church and operates from four upstairs rooms in the Jubilee Community Church Centre, Kidderminster. The nursery serves the local area and is accessed by two flights of stairs. There is a fully enclosed outdoor area on the first floor available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 63 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- review the serving arrangements at mealtimes so that the older children are able to serve their own food and pour their own drinks
- review adult-led story time so that children are able to enjoy discussions about the characters in books being read.

## Inspection judgements

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

A varied educational programme ensures that all children make good progress in their learning and development. Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and use their knowledge to plan interesting activities for the children that meet their individual needs. Children's progress is monitored by the child's key person who puts together a learning journal which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff meet regularly as a team to discuss children's progress and to ensure that planning for further activities explores children's play preferences. Staff listen closely to children's responses to their

activities and use their opinions to plan additional challenges. Parents have open access to their child's learning journal and staff complete daily diaries on each child to keep parents further informed of their activities. Parents are fully supported in the care of their child as they regularly discuss their progress as they are collected and during parents' evenings. This enables parents to share aspects of children's individual learning which promotes continuity in their learning and development. Staff are skilled at observing children's responses during activities and successfully build on what children know by adding additional challenges which ensures children find their learning interesting.

Children enjoy exploring the spacious play areas where they engage in an appropriate balance of adult-led and child-initiated play. They easily make friends and readily include each other in play activities in the home corner where they devise imagined scenarios. This gives them good opportunities to extend their communication skills as they describe to each other what they are doing as they pretend to cook a meal and look after dolls. Children forge friendships and learn to work together during their play activities. For example, two children help each other problem solve as they decide how they are going to make pancakes using play food and frying pans. Story time provides children with opportunities to sit together and listen as group during circle time. However, there is greater scope for staff to include children in discussions about the characters in the books they are sharing to further extend their understanding.

Children's listening skills are promoted well as a group of older children enjoy voice lotto and listen to familiar sounds as they link these to a photograph. This promotes children's understanding of the word around them, as they discuss familiar noises and objects such as a motorbike and when and where they have seen these. Staff make effective use of the first floor outdoor area. Children can hear and see nearby steam trains which promotes much excitement and opportunity for children to discuss what they see, enhancing their communication skills. Children learn about the natural world as they grow herbs and vegetables that are cooked and eaten in nursery. Outings to the local park and train station, further enhance children's understanding of their local community and provide them with an understanding of how to keep themselves safe outdoors. This provides good preparation for the children who are starting full-time school as they gain an awareness of road safety. Staff are skilled at communicating with children who have special educational needs and /or disabilities as they frequently sign throughout their work with the children. This enables children to understand what is happening around them as well as providing them with an additional means of communication. Children are learning to use number for a purpose as they play. For example, staff and children count the number of children that leave the building when they play outdoors. They use mathematical language to describe size, shape and volume as they explore sand water and paint, which further promotes their mathematical understanding.

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

Children feel secure and safe as staff are very attentive and respond promptly to children's individual needs. Younger children who require a sleep at nursery after their lunch, do so in secure and quiet surroundings as a member of staff stays with them at all times. This reassures children as staff stroke their hair or pat their backs gently until they fall asleep.

Relationships between the children and staff are strong, as children form trusting and close relationships with their key person and know they can approach any member of staff for help and support as they play. Children behave well. They are considerate towards each other and thoroughly enjoy including each other in their play activities. Staff are always accessible to prompt and remind children about acceptable behaviour and encourage their listening skills during story time. Children can play safely as the nursery is generously staffed which ensures children's activities are well-supervised and keeps them safe from harm. Children are reminded about safe behaviour as staff are vigilant and well-informed of children's individual abilities. Children develop their physical skills as they explore the outdoor roof garden. Staff ensure children's safety before children start playing in any of the areas, by conducting meticulous visual checks and ensuring all areas are safe and secure. Fire safety is given high priority by the nursery as children are cared for on the first floor the building. Fire evacuation procedures are practised regularly and the nursery often seeks advice from outside agencies to ensure they are complying with all legislative requirements. This ensures children are safe and staff are skilled at evacuating the building in a prompt and timely manner. Children who transfer into another room in the nursery are well-supported as staff exchange information with each other before children move on. Gradual introductory sessions are supported by the child's key person who stays with them during introductions. This ensures they are ready for the move before it takes place permanently. Children settle into the nursery effectively as the child's key person always ensures they gather all essential information from parents before child starts. Parents are encouraged to spend time with their child in nursery before they start and gradual settling-in taster sessions are available to parents and children.

The indoor play environment is spacious and stimulating with a range of well-chosen resources that meet the needs of all children that attend. Children with special educational needs and/or disabilities have specific equipment that is specially designed to meet their individual needs which means they can enjoy their learning and make good progress. Children enjoy a nutritious home-cooked meal at nursery. Their different dietary needs are catered for. Children enjoy their lunch time meal as a positive social experience as they sit together and chat about their daily activities. Staff sit at the same table and eat with children which further enhances children's enjoyment as staff remind children what foods contribute towards a healthy lifestyle. Children grow their own tomatoes and potatoes, harvesting these which are then eaten in nursery, which extends their understanding of healthy foods. Children's understanding of the harmful effects of sunlight are promoted as staff make sure that children wear sun hats and have sun protection cream applied before they play outdoors in the hot weather. Children's independence is promoted as they look after their personal care needs and visit the bathrooms, washing their hands before meals. The older children butter crackers in preparation for their afternoon tea. However, there is further scope for children to serve themselves food and drinks during their lunch time meal which would further promote their independence. There are opportunities for all children to extend their physical skills as they use wheeled toys and use a range of gardening tools and equipment to dig in sand. Trips outdoors to the local train station and park, are managed safely and promote children's understanding of how to keep themselves safe outdoors. This provides good preparation for children as they move onto full-time education. Trips to the local park extend children's physical skills as they use climbing frames and younger children learn to manage uneven ground.

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

All staff are supported in their professional development through a range of training and an effective system which monitors their interaction with children. As a result, staff are confident and readily promote a broad and interesting curriculum. Staff have a good understanding of how children learn and how to promote additional challenges for each child that meets their individual needs. Planning and children's individual assessments are regularly reviewed and monitored to ensure that all children are making good progress in the nursery and any gaps in their learning are closing. Staff are well-supported through regular appraisals, peer observations and supervision sessions. This gives staff the opportunities to reflect on activities provided for individual children so they can make good progress. Regular staff meetings and training for staff ensure they are well-qualified. For example, every member of staff has a first aid qualification. The nursery works very closely with a number of outside agencies to support children who have a special educational need and/or disability. Staff regularly attend network meetings with other early years providers in the area, where they share aspects of their positive practice. Close links with local schools and other early years settings are well-established so that information regarding children's individual progress is shared with teaching staff at the child's new school. Social occasions, such as a recent summer fete and regular consultation sessions are used effectively to forge much valued relationships with parents. This encourages parents to feel involved in the running of the setting through fundraising. Regular parents evenings, newsletters and discussions with parents as their child is collected ensure that positive relationships with parents are in place. Parents opinions are much valued and regular questionnaires provide them with opportunities to voice their opinions and tell staff what improvement they would like to see in the nursery. A measurement of the nursery's effectiveness and the opinions of parents provides a firm basis for the nursery to drive forward improvements and developments. Managers and staff identify weaknesses and strengths and devise methods for improving the service offered to all children. For example, the nursery is in the process of changing the rooms used by the children so there is more space for pre-school children. They have also secured funding to provide a ground floor outdoor space. Parents have been fully consulted as their opinions are much valued. As a result, they have been kept fully informed of the proposed changes.

Staff and managers have a very good understanding of their safeguarding responsibilities. All staff have attended safeguarding training and they are clear about how to respond if there are concerns regarding a child's care. All incidents are recorded and the nursery ensures that Ofsted are promptly informed if there are any significant incidents in nursery. Children are well-supported in their transitions as they move onto full time school. Nursery staff share information with children's schools before they start and welcome visits from local teaching staff into the nursery. Strong links with the local nursery school has enabled staff to further develop their skills and practice and provides them with further ideas for improving the curriculum. Local early years network meetings are regularly attended by staff which help them share positive practice with other settings and support staff in developing their professional skills and expertise. Children who have special educational needs and/or disabilities are well-supported as staff have developed very good

partnerships with outside agencies. The advice and expertise offered by outside agencies enhances the sensitive and skilled care offered by nursery staff and ensure that all children are fully supported.

### **The Childcare Register**

The requirements for the compulsory 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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.                                                                                                                                                                                                                      |
| 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 inspected again within 12 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>     | EY394791                                  |
| <b>Local authority</b>             | Worcestershire                            |
| <b>Inspection number</b>           | 915113                                    |
| <b>Type of provision</b>           |                                           |
| <b>Registration category</b>       | Childcare - Non-Domestic                  |
| <b>Age range of children</b>       | 0 - 8                                     |
| <b>Total number of places</b>      | 78                                        |
| <b>Number of children on roll</b>  | 63                                        |
| <b>Name of provider</b>            | Elim Foursquare Gospel Alliance Committee |
| <b>Date of previous inspection</b> | 20/01/2010                                |
| <b>Telephone number</b>            | 01562 510413                              |

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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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