



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 101851**

**DfES Number: 545626**

### **INSPECTION DETAILS**

Inspection Date      15/03/2004  
Inspector Name      Miriam Sheila Brown

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Foxcubs Day Nursery  
Setting Address      Chapel House, Old Reddings Road  
                            The Reddings  
                            Cheltenham  
                            Gloucestershire  
                            GL51 6SA

### **REGISTERED PROVIDER DETAILS**

Name                      Miss Helen Foxley

## 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

Foxcubs Day Nursery is situated in a detached house in the Reddings area of Cheltenham, on the outskirts of the town centre. The owner lives on the premises and the nursery operates on the ground and first floor of the house. There is an enclosed garden with safety surface underneath the climbing apparatus, and an outdoor playhouse.

The nursery offers full day care for children from birth to 5 years and is open from 08.00 to 18.00 on Monday to Friday. Foxcubs is registered to care for 50 children and serves both the local community and those from outside the immediate area.

Funded three- and four-year-olds are accepted and there is a dedicated pre-school room. There are currently 24 3-year-olds and 6 4-year-olds in receipt of funding, none of whom have special educational needs or use English as an additional language. There are 12 staff members working directly with the children all of whom have childcare training equivalent to National Vocational Qualifications at level 2 or 3. The majority of the staff have also received first aid and child protection training.

The nursery use the Highscope approach to teaching and receive support from the Child Care Services, Foundation Stage Consultants.

### How good is the Day Care?

Foxcubs Day Nursery provides good care for children. The nursery is bright, clean and welcoming and offers attractive and stimulating play areas for children. Organisation of the play rooms are well planned to meet the needs of different ages of children. The range of toys and resources address their needs effectively and are effectively used to assist in children's developmental progress.

Safety issues are prioritised and staff are vigilant in protecting children. Hygiene is well addressed and accident and medication records are well kept. The nursery provide a varied and balanced menu which is greatly enjoyed by all the children. Details of dietary requirements are clearly outlined. Staff have a good awareness of

child protection issues and have received specific training in this.

Staff organise a wide range of activities and topic work to support children in all areas of their development although some children have limited opportunities for independent play. Babies and those under two years enjoy a wide and varied range of sensory play such as sand, water, gloop, pasta and paint. The nursery resources support all aspects of equal opportunities and children are encouraged to acknowledge and celebrate their differences and similarities. Support for children with special educational needs is excellent and staff work closely and effectively with outside agencies, parents and each other, to meet those needs. Children's behaviour is very good. In January this year the pre-school group adopted the Highscope approach to children's learning and the children are responding to this well.

Parents are offered good information about the setting through newsletters, daily activity sheets, quarterly reports and informal chats with staff, All group policies are easily available and the information offered is comprehensive. Parental feedback sheets strongly support the nursery and parents are invited to join in with nursery activities.

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

At the last inspection the nursery agreed to make sure that the privacy of children using the toilets was respected. The toilet area now includes low-level screens between individual toilets and a door separates the toilets from the main play areas. The children are now able to be supported when necessary while maintaining their personal privacy if desired.

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

- Provision for babies and children under two is very good. Excellent attention is given to meeting individual needs and exchanging information with parents. Staff provide a wide range of activities including daily opportunities for sensory experiences such as sand and water play and painting.
- The nursery cook and her assistant provide an excellent and varied menu of meals and snacks. These are nutritious and greatly enjoyed by all the children. The kitchen has also received an award for 'excellent standards of hygiene'.
- There are comprehensive policies for all aspects of nursery care and detailed risk assessments for all the areas used, including outside play areas. A close circuit television camera is used to monitor the entrance to the nursery and staff are vigilant about children's safety at all times.

#### **An aspect of outstanding practice:**

The staff, and in particular the Special Education Needs Co-ordinator have worked together to provide a supportive and enabling environment for special needs children. Individual needs are assessed by the nursery in conjunction with parents and other health professionals, then the premises and care adapted to meet those

needs. Careful and detailed observations are completed regularly to ensure that children continue to make progress and good liaison with future educators ensure a smooth transition for children.

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

- the activities, play opportunities and first-hand experiences in the 2 to 3 year age group, to allow children to build on their natural curiosity as learners and to use their imaginations.

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

Good

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Ensure that activities, play opportunities and first-hand experiences in the two- to three-year-olds age group, allow children to build on their natural curiosity as learners and to use their imaginations.

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

### How effective is the nursery education?

Foxcubs Day Nursery provides a good quality curriculum and children are making generally good progress towards the early learning goals. Personal, social and emotional development, communication, language and literacy, physical, creative development and knowledge and understanding of the world are all very good areas. Mathematical development is generally good.

Teaching is generally good and staff have a good knowledge of the early learning goals and how these are used to assist in children's learning. Staff support the children appropriately and provide a wide range of good opportunities to help them develop in most areas of learning. However, activities to support children's early mathematical development and their imaginative play are not always well supported. Staff use excellent behaviour management techniques and are very positive in their approach to children. Staff are very experienced in the care of children with special needs and they are supported effectively.

The leadership and management of the nursery is generally good. There is an effective staff team who work well together and who are committed to ongoing improvement but do not always recognise gaps in the programme. Short and long term development plans are in place which reflect this commitment. They regularly assess their own strengths and weaknesses through staff meetings, feedback from parents and outside agencies.

The partnership with parents is very good. Parents are provided with good information about the setting and offered suggestions of how to support their children's learning at home, through regular newsletters and homelink sheets. They are well informed about their children's progress and are encouraged to share their own experiences and expertise in nursery sessions. Feedback from parents offers strong support for all aspects of nursery care and education.

### What is being done well?

- Children's personal, social and emotional development is very good and they are growing in their independence. The Highscope approach to children's learning supports the development of these skills very effectively.
- Children's language skills for communication and thinking are very good. They discuss and plan their own activities during each session and 'recall' at the end of the session, recording their evidence in picture form.
- The programme for knowledge and understanding of the world is very good and children enjoy excellent opportunities to explore and investigate a wide variety of materials, the natural world and everyday technology.
- The partnership with parents is very positive and parents take an active part in nursery activities, bringing their own particular skills to share with the

children, for example singing in German and Italian and bringing unusual pets to the nursery.

- Support for children with special educational needs is exceptional and assessments, observations and liaison with outside agencies and parents ensure that individual needs are recognised and met in a positive and inclusive manner.

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

- the opportunities for children to develop their knowledge of early calculation and use of number throughout the range of activities.

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

This is the settings first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent in their choice of activities and resources. They show concern for each other and have a growing awareness of the local community. They demonstrate a good awareness of themselves as members of a group and are confident to express their feelings. Children's behaviour is very good and they are learning to care for themselves, for example dressing, hand washing and tidying-up.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language skills are developing well and they use language appropriately to plan and record their play. Children are beginning to understand about the rhythms of speech and are starting to discriminate initial sounds. Some children are starting to form letters and write their names and nursery displays assist in their growing awareness of print carrying meaning. They enjoy stories and acting out familiar ones such as 'We're All Going On A Bear Hunt'.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers to count at snack times and are starting to use mathematical language, for example 'big' and 'little', in the bear sorting activity. They have few opportunities to develop their awareness of adding and subtracting or to count on from numbers other than one. Children make good use of construction sets, building and models without assistance and their knowledge of basic shape is developing well. They are starting to recognise and copy patterns when threading beads.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using a wide variety of materials including dough, pasta, paint, and gloop. They construct using sets and recycled materials. Children have good opportunities to learn about everyday technology, for example, using the computer and listening centre. The programme of various celebrations throughout the year supports children's awareness of different cultures and a good range of multi-cultural resources assist in developing their awareness of the wider world.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely in all areas of the nursery and on large equipment outside. They demonstrate a good awareness of space in relation to themselves when playing circle games and negotiating indoor areas. Children are offered good opportunities to be independent in self care, for example dressing and toileting. All children are very confident in their use of a range of tools and materials such as glue sticks, sand-tray toys, buckets and spades.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy exploring and investigating a wide range of craft materials and recycled products, to build in two and three dimensions. They have a growing awareness of rhythm and have a good repertoire of songs. Children enjoy the role play area but some opportunities are missed to vary this for extra interest. Nursery activities offer children good opportunities to express their thoughts and feelings and to use all of their senses in their play.

**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**

- Provide more opportunities for children to calculate and use number throughout the day.

*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.*