

Waddington Children and Family Services

Inspection report for early years provision

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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

Waddington Children and Family Services Nursery has been registered since 2011 and is one of a number of settings run by 4Children. The nursery was previously registered under different owners. It operates from a converted accommodation block in Waddington, Lincolnshire. Entry is up one step to the front door and ramped access is available at the rear of the building. The nursery has sole access to the building. Children aged under two years are cared for in two separate rooms on the ground floor. On the first floor there are three rooms; one for two-year-olds, with two other rooms used by children aged three to five years. There are three areas for outdoor activities: a hard surface area; a grassed area which includes a fenced area for the nursery chickens and a shed for the pet rabbit; and an evolving growing/sensory garden. The nursery caters for families who are on the RAF base and is also open to children from the wider community. It operates as a separate entity but is part of a wider community resource which provides co-ordinated facilities for children up to the age of 19 years, along with support for families of young children in the local area. There are strong links with the local school.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 120 children may attend the nursery at any one time, all of whom may be in the early years age range. Funded early education for three- and four-year-olds is provided and the nursery supports children with special educational needs and/or disabilities. There are currently 100 children attending, all of whom are within the early years age range. The setting opens weekdays from 7.30am to 5.30pm, closing only for public holidays and a week over the Christmas period. Children are able to attend for a variety of sessions each week depending on the individual requirements of each family.

The nursery employs 32 staff to work with the children. Of these, 27 staff hold appropriate early years qualifications and one is working towards a qualification. One member of staff has Early Years Professional Status and the manager is currently working towards an early years degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Waddington Children and Family Services nursery provides a warm, friendly and stimulating environment for children and their families. The nursery is committed to ensuring every child is valued and feels safe and secure, which provides a firm basis for children to achieve well in their learning and development. In the main activities and resources effectively support all children to make good progress. Positive relationships with parents and others support this effectively. The management team provide experienced and enthusiastic leadership and the setting has a good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the link between observations and planning so that activities consistently take into account children's individual next steps in learning
- extend the level of information shared with other providers, where the care of children is shared, in order to ensure that there is an integrated approach to their learning and development.

The effectiveness of leadership and management of the early years provision

There are secure systems in place to ensure that children are safeguarded. Robust vetting procedures ensure that all staff are appropriately qualified and suitable to be in contact with young children, and their ongoing suitability is reviewed on a monthly basis. All staff have attended safeguarding training, with more senior staff training to a higher level. The designated member of staff fully understands her responsibilities within this area. Staff are deployed effectively to ensure children are well supervised. A comprehensive risk assessment, supported by effective daily checking procedures ensure that potential hazards are identified and minimised. The setting's clear record keeping systems, policies and procedures are well understood and implemented by the staff team. This contributes to the safe and efficient management of the setting and ensures that children are safeguarded and their needs are met.

Staff have positive relationships with parents and carers. They are made to feel welcome by the friendly staff team and homely environment, along with planned events such as open days. Parental feedback about all aspects of the provision is positive. They receive a good range of information about their children's progress through the daily verbal exchanges, the day books and their child's readily available learning journey. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity through activities and sharing information. For example, a child's recent holiday to Australia is used as a vehicle to learn about different countries through stories and a role play area set up as a travel agents. Parents and carers are included in the planning and delivery of activities linked to festivals they celebrate. Effective systems are in place to support children with special educational needs and/ or disabilities with good links established with other relevant professionals. Strong relationships have been established with the local school to ensure a smooth transition when children move on. Effective links are established with other providers where the care of children is shared. However, information about children's progress is not always routinely shared in order to ensure that there is consistency and continuity for these children regarding their learning and development.

The new owners, along with the staff team, have created a very welcoming, bright

and stimulating environment. Effective staff support systems ensure that the staff team have individual goals and regular access to training in order to continue to extend their skills and knowledge. The efficient manager coordinates a thorough self-evaluation which includes input from the staff team, children and parents, along with other relevant professionals. She has a clear and accurate view of the setting's strengths and areas for further development and informs and involves staff and parents in implementing the well-considered improvement plan. The setting has only been operating a short time but improvements to date have been successful and she is confident about what needs to be done to secure further improvement and consequently improve the outcomes for children.

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

Children make good progress in their learning and development. There are regular times for indoor and outdoor play with a good balance of adult-led and child-initiated activities which cover all the areas of learning. Indoors, they enjoy a stimulating learning environment with rooms which contain a wide range of high quality toys and resources. Plans are in place for the development and ongoing improvement of the outdoor area. Staff provide good levels of support and interaction, encouraging children to express their thoughts and ideas during play and asking open questions to encourage their language and thinking. Key workers know their key children well because they make regular and useful observations of what children can do. These are well used to identify children's interests and inform planning so in the main, children are interested and engaged. However, some children do not have clearly identified next steps for their learning and development to ensure they gain maximum benefit from all of the activities provided.

Toys and resources within each room are effectively organised to promote children's independence and they freely and easily find and select those that they want to use. Staff make informed judgements when to allow children to explore their own creativity and imagination, such as in the role play areas, and when to become engaged in order to enhance learning. For example, when a child begins to read a story to some other children, a member of staff joins the listeners and skilfully gauges the level of support needed for the child to see the story through to the end and to enable the listeners to make a contribution. Staff confidently seize unplanned opportunities for learning, so that when children comment on pencil marks on a window sill, they learn about and explore the functions of an eraser. Use of props is effective in capturing the interest of younger children during singing sessions and they participate with enjoyment. There is a strong emphasis in providing sensory experiences for younger children. For example, they enjoy mark making with shaving foam and paints, explore sand, water and play dough, wrap up in foil and move their bodies in large quantities of shredded paper.

Settling-in procedures are well considered: very young children are cared for in line with home routines and staff respond well to children's individual needs and

preferences. Children therefore feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines, such as emergency evacuation procedures and safe procedures as they move around the large building. High standards of cleanliness and hygiene are maintained across the provision which helps to minimise the risk of spreading infection. This is supported by staff who are vigilant in promoting and supporting good personal hygiene practices, such as hand washing and cleaning runny noses. All meals are freshly prepared by the on-site chef who plans and provides a wide variety of nutritious meals and snacks which take into account children's individual dietary requirements. Children behave very well; they receive high levels of attention and are engaged in interesting activities. During group activities they learn to share, take turns and respect the needs of their peers. All in all, children are well prepared for transition from the setting and are developing well the skills and abilities required for future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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