

# Snapdragons Nursery & Out of School (Corsham)

Corsham CP School, Pound Pill, Corsham, Wiltshire, SN13 9YW

<b>Inspection date</b>	12/05/2014
Previous inspection date	21/06/2010

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

- Children are very well safeguarded in the nursery as all staff have an excellent understanding of child protection, and children are supervised vigilantly.
- Children thrive and make outstanding progress in their learning and development, through staff's use of exceptional planning and assessment, inspired activities and highly impressive interaction.
- Children have an exceptional relationship with their key person and they develop secure attachments. As a result, children's well-being is promoted extremely well.
- Excellent support for staff and rigorous monitoring ensure that all aspects of the nursery are carefully scrutinised and maintained to a very high standard.
- Staff develop impressive partnerships with parents and carers and involve them fully in the nursery, and their children's care and education.

## 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 activities in the six main play rooms and the three outside learning environments.
- The inspector held meetings with the owner, spoke with children and staff, including key persons, at appropriate times throughout the inspection.
- The inspector looked at relevant documents including assessment records, planning, registers, accident records, and self-evaluation.
- The inspector and two managers undertook a joint observation and discussed it with regard to the quality of teaching and learning.
- The inspector took account of the views of parents and cares spoken to on the day.

## Inspector

Julie Swann

## Full report

### Information about the setting

Snapdragons Nursery and Out of School Club registered in 2004. It operates from purpose built premises within the grounds of Corsham Primary School, in Corsham, Wiltshire. The nursery serves the local community and the surrounding areas. The facilities include a kitchen, staff room and six playrooms, each with access to toilets and nappy changing facilities. The three enclosed outdoor play areas are fitted with safety surfaces. Children also make use of the school playing fields and some outside play equipment. There are easy disabled access and toileting facilities inside. The nursery is open daily between 7.30am and 6.30pm, all year round, except between Christmas and New Year. The nursery also provides a breakfast, after-school and holiday club. They deliver and collect children from local schools and operate the holiday play scheme in half-term, summer and Easter holidays. Staff work with a number of professionals from the local authority, including a special needs co-ordinator, speech therapist; community nursery nurse and an educational psychologist. There are close links with the host Primary school and other early years providers. There are 184 children on roll. The setting welcomes children with special educational needs and/or disabilities and those who are learning to speak English is an additional language. The nursery employs 18 staff. Of these, two are qualified teachers and also hold Early Years Professional status. 14 staff hold appropriate early years qualifications including the manager and two staff are working towards an early years qualification. All staff are trained in first aid and child protection, and holds current food hygiene certificates including the cook.

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

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

- enhance the excellent use of information and communication technology resources and programmable toys to continue to sustain children's rapidly progressing interest.

### Inspection judgements

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

The staff team have an outstanding knowledge of the Statutory framework for the Early Years Foundation Stage and use this effectively and consistently to fully support children in their learning and development. Staff have an excellent understanding of how children play and learn which is apparent in their high quality teaching and planning. Staff track the impact of the activities provided and are passionate about ensuring there is a variety of innovative activities, across all areas of learning. Robust systems for ongoing assessment of children's progress mean that staff can accurately identify what children need to do next or where they may need additional support. Staff effectively use this

information to inform their planning and children's next steps in learning. Staff complete all required progress checks and assessments, and share these effectively with parents. As a result, parents are fully aware of their child's development and of any areas where their child's progress is less than expected. This information is used exceptionally well by staff in order to gain appropriate support at an early stage. As a result, all children are developing excellent skills for their future learning, such as moving through nursery and on to school.

Staff place exceptional emphasis on motivating children's learning through play, exploration, problem solving and critical thinking. For example, younger children explore the concept of weight as they fill and lift different sized containers in the sand and make predictions to see if they are heavy or light. Older children use numbers and counting as they play, and develop an excellent understanding of mathematical language, positional language, shape, size and colour. For example, children measure the width of their garden outside by counting how many big steps it takes to walk across it. As older children set the tables for lunch, staff ask them how many forks they need. Children then count each other and staff ask how many more are needed, so they all have one each. Children are confident as they reply that they need three more. Babies counting and practical problem solving are reinforced as they accurately count different features while outdoors, such as stepping stones, and work out how to make large scale structures and obstacle courses. Children's mathematical skills are developed extremely well through these daily routines and focused activities, so that they are exceptionally well prepared for future learning.

Children's social skills and their ability to communicate with others are rapidly enhanced. For example, Staff are enthusiastic about supporting children using the 'Every Child A Talker' programme. All children are closely monitored to ensure they make exceptional progress with their communication and language skills in relation to the age and stage of development. Staff working with babies and younger children provide a nurturing environment where they successfully engage children in their learning and early conversations. Staff observe them closely and respond to their babbling sounds, repeating and emphasising words which then become familiar to them. Babies enjoy looking at books in their cosy corner and singing nursery rhymes. Staff provide excellent opportunities for babies to be creative, for example, when they take part in gloop activities. Babies have plenty of space to move around safely; they roll, crawl and shuffle along, eventually using equipment to help them balance and stand up ready for walking. Staff are always close by to give a reassuring smile or cuddle, to help children feel secure. Older children are very confident and expressive speakers. Staff introduce new vocabulary during activities, for example, children learn words associated with spring while planting seeds, and develop an understanding of the meaning of words, such as 'hibernate' and 'seedling'. Staff talk to the children about the colours of the seeds and describe the features of their sunflowers. Children confidently explain what these flowers need in order to grow. Children engage very well with staff, who asks them questions to make them think and encourage them to consider what it is they are trying to achieve. This helps children to understand about living things and the care and attention they need to help them grow.

There is an excellent focus on play and learning in the outdoor environment. Children

love being involved in activities in the garden. This is clearly evident as they keenly get themselves into their outdoor clothes. They use equipment to promote all aspects their physical development, such as climbing and balancing, and use balls to practise their throwing and catching skills. Every area in the nursery incorporates books for enjoyment and learning. This helps children develop a love of books and spend time with staff listening to their favourite stories. Resources, such as story bags are available for parents to use at home to further support children's language skills. Children's expressive art and design skills are supported very well. For example, older children work closely with staff to collect natural resources such as twigs, grass and leaves and then create their own individual landscape gardens indoors. Staff provide extensive opportunities to support children's early writing skills, and children make marks using flour, paint, water and sand. Children love to paint using rollers and brushes, and enjoy cutting and play dough activities. However, very occasionally staff miss opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work. This means that they do not always fully maximise children's learning potential at such times.

Parents are recognised as children's primary educators and senior managers work exceptionally well with other professionals to support each child and their family, where necessary. For example, they implement individual educational plans when required for individual children within the normal routine of the nursery. This effectively addresses their needs and promotes their learning and development. Parents are innovatively included in the setting through stay and play sessions when their children first attend. Not only do these support children to settle, it supports children's learning and development to be consistent between the home and the setting. Senior managers and staff hold regular parents' evenings and an open door policy means that parents are always welcome to access their child's learning and development files. They can speak to their child's key person about their progress, further emphasising the true partnership between the setting and the family, which benefits each child.

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

Children are at the heart of all that happens in this warm and nurturing nursery. Staff are very clear about their role as a key person. They recognise the importance of building strong attachments to ensure children's well-being. As a result, children have very close and caring relationships with their key person, who is familiar with their individual needs. For example, older children happily sit on the laps of staff and enjoy including them in their play, which shows they feel secure. Two babies have a game of 'peep-bo' with a member of staff and another falls asleep easily in her arms. Staff give thoughtful consideration to raising children's self-esteem, confidence and sense of belonging. For example, picture boards for individual children show pictures of their favourite activities. A display board celebrates children's 'wow moments', and photographs in the playrooms show that all children are seen as special and unique. This provides a firm base for promoting children's personal, social and emotional development and developing skills for the future.

Children's behaviour is excellent and practitioners are very positive role models. Staff speak to each other and the children respectfully, and give clear explanations to help children understand the impact and consequences of their behaviour on others. Therefore, their self-esteem is highly promoted and they respond positively to guidance, for example, to share resources. Children learn to keep themselves safe when standing on raised blocks due to reminders from staff to be careful. Preschool children learn to negotiate and share space during construction play. This means that they have regard for others and treat them with respect. Children are engaged and on-task throughout the sessions. Any minor conflicts are handled quickly, skilfully and sensitively by staff. Children feel comfortable in the setting, for example, one child informs her key person during role play that she is 'sleeping beauty' and lies stretched fully on the floor. This sense of security supports children's ability to learn.

Children develop independent self-care skills with great enthusiasm. They use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively by their own key person. The staff feel that it is very important for those who are closest to a child attend to their personal needs. This secures the close bonds they have with the children. Children's health is very well-promoted and there are clear and consistently applied systems in place to protect them from infection. Older children learn to become independent in managing their own personal needs as they learn how to wash their hands. The nursery cook prepares fresh and very nutritious meals daily and meticulously follows all special dietary requirements and food hygiene guidelines. Mealtimes for older children are sociable occasions as they sit together around the table. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Children learn how to lay a table, use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness and promotes independence. Staff complete ongoing in-depth risk assessments that help to ensure that potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and staff re-enforce these before children use the area. Staff are vigilant and supervise the children very well. Children develop a very good understanding of how to keep themselves safe. They wear high-visibility jackets on outings, walk carefully, hold hands and learn about road safety.

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

High priority is given to safeguarding children in this nursery, and there are an exemplary range of regularly reviewed policies and procedures to ensure children's welfare and safety. Safeguarding policies and procedures are clearly understood by staff and designated individuals. Staff are vigilant about arrival and collection procedures and very good security precautions contribute towards children's safety. The manager monitors the main entrance into the nursery daily as parents drop off and collect their children. Before entry can be gained into the nursery, identification is sought by a member of the management team and parents are then granted access into a reception area and then,

via a door release system through an additional door into the nursery. Visitors are asked to switch off phones when they arrive. Parents are asked for descriptions of anyone else picking up their child and a password system is used that is then given to the manager on entry that helps to ensure the safety of all children.

The management has robust recruitment and vetting procedures in place to ensure staff suitability to work with children. Staff deployment is very successful in meeting children's needs and careful consideration is given to maintaining their safety at the beginning and end of each session. Children are supervised at all times. Staffing is carefully planned to ensure ratios are adhered to and the management team are supernumerary should staff need ratios covering in rooms while they talk to parents. Children attending more than one setting have continuity in their care. Their key person keeps in regular contact with other day care providers and childminders looking after them, so everyone works together to consistently promote children's health, care, interests and next steps in learning. Extremely comprehensive risk assessments are carried out by staff on all areas that are accessible to children. Staff review these regularly, along with daily checks prior to children coming at the beginning of the day. The management team and staff are very vigilant about safety within the nursery. All staff have first aid training and are confident in their understanding of procedures to be followed in the event of accidental injury occurring whilst children are in their care. Parents are promptly informed of any accidents that occur and the management team analyse accident records to closely evaluate the provision, making any changes required rapidly if necessary. Fire drills are completed regularly and more frequent should new staff or children start at the nursery. All of these procedures ensure that safety is of a high priority, making it a safe environment.

The management's strong vision to provide an inclusive environment, promoting a hands-on approach to children's learning and enabling children to take some responsibility for their own learning, is highly successful. There is a strong commitment from the other staff members to allow children to develop at their own pace and this is achieved through the implementation of the comprehensive, accurate tracking of individual children's progress across all areas of learning. The way in which teaching and learning is monitored by the management team is inspirational. All staff are supported exceptionally well through monthly supervision meetings and individual improvement plans. Staff are grateful for the level of support given by management as they always know what they are focusing on to ensure their already outstanding teaching is consolidated and built upon. The nursery's advisory teachers observe staff practice regularly and work with them to develop certain aspects, which will bring maximum benefit to children. Saturday workshops are held by the management team and different subjects are focused on. This shows an excellent commitment to improvement and developing the staff team.

Parents receive comprehensive information about the nursery, including activities delivered under the Early Years Foundation Stage. In addition, policies and procedures, such as the complaints policy are shared with parents, so they are informed about the nursery. The management team are clearly able to identify the strengths and weaknesses of the nursery. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given the utmost priority. Parents spoken to during the inspection state they are all aware who their child's key person is and that they are extremely pleased that no parents or visitors can access the children's rooms

throughout the day. They feel children are kept exceptionally safe. Partnerships with other professionals are also extremely secure. For example, multi-agencies are consulted and invited into the setting to support children when necessary. This means all children are supported in every possible way to reach their potential.

### **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>	EY293287
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	972076
<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>	100
<b>Number of children on roll</b>	184
<b>Name of provider</b>	Snapdragons Nurseries Ltd
<b>Date of previous inspection</b>	21/06/2010
<b>Telephone number</b>	01249 714060

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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.

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.

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