



## Springles

Inspection report for early years provision

<b>Unique Reference Number</b>	EY256535
<b>Inspection date</b>	14 September 2006
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<b>Registered person</b>	Springles LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Springles Limited opened in 2003. The group operates from five rooms in a single storey building in West Kingsdown, Kent. A maximum of 57 children may attend the setting at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The setting also offers additional hours from 07.00 to 08.00 and 18.00 to 19.00 by special arrangement. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from seven months to under five years on roll. Of these, 11 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. All the staff, including the two directors hold appropriate early years qualifications and three members of staff are working towards a higher qualification.

The group receives support and training from local authority early years advisors.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are actively involved in a range of experiences, which help to promote their knowledge and understanding of good health issues. For example, they are encouraged to be independent with routine self help skills, including toilet visits, hand washing and wiping their noses. Effective procedures help to prevent cross infection. These include the use of antibacterial spray to wipe surfaces, disposable gloves during nappy changes and the removal of shoes before entering the baby room. Children benefit from procedures which ensure they are taken care of if they have an accident or become ill. For instance, accidents are recorded and children do not attend if they have an infectious illness. Children enjoy plenty of physical exercise and opportunities to rest or sleep in comfortable surroundings. This helps to promote their physical development and sense of well-being.

Children have frequent access to drinks and are provided with appealing, nutritious meals and snacks. These include a range of meat, pasta and rice meals and a selection of fresh fruit and vegetables. Menus are displayed and rotated every four weeks to ensure the meals provided are well-balanced and varied. Children learn about healthy eating through meal time discussions and the activities and resources provided. Feeds are recorded for babies and the very young children and parents receive feedback every day. Babies benefit from being fed in calm surroundings where staff use comfortable chairs to promote a relaxed atmosphere. Staff work closely with parents to ensure children's individual dietary needs are met.

Children learn the importance of physical activity through the nursery education curriculum. They have regular opportunities to experience fine manipulative experiences as well as vigorous outdoor play. They are beginning to understand the effect physical exercise has on their bodies and they know when they need to rest.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to follow daily routines within safe, secure boundaries. There is enough unobstructed space for them to move around in safety and toys and

equipment are checked frequently to ensure they remain safe and appropriate for all the children attending. Risk assessments and regular checks are undertaken to ensure potential hazards are identified and reduced. This includes the outdoor area, although an unsecured hose and containers holding recent rain water have not been made safe. This could compromise children's safety. Children learn how to help keep themselves safe through the routines and activities provided. For example, they know they must not run inside and even young children learn how to move around the setting safely. Staff spend time explaining why certain procedures are necessary, for example how to use equipment, such as the climbing frame safely.

Children's welfare and safety is promoted through effective procedures. For instance, an emergency evacuation procedure is practised with the children and recorded. Staff have a sound understanding of current child protection requirements.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are comfortable and settled at the nursery. They demonstrate a sense of confidence as they move between activities and choose from a range of stimulating toys, resources and free play experiences.

Children have secure relationships with staff who know them well and spend time playing and talking with them. However, minimum staffing ratios and deployment within rooms means that effective support is not always provided, which can limit experiences and affect children's play and learning development. The younger children communicate their needs and ideas with ease and staff understand the range of experiences required to enable children to make progress in all areas of learning. The setting has implemented the 'Birth to three matters' framework and activities are adapted to meet the developmental needs of babies and young children. Observations are recorded and shared with parents. Investigation through resources including paint, malleable materials, construction and interactive toys, encourages children to represent their experiences and ideas, and make connections as they play. Younger children enjoy stories and plenty of opportunities to take part in action songs. They concentrate as adults sing about various wild animals using language, such as 'what do I see?' and 'what do I hear?' They excitedly respond as they guess the animal and use language, such as 'snap, snap snap' for a crocodile 'looking for his tea'. Babies respond well to the adults who care for them. They are provided with a wide range of interactive toys and resources, which help them to explore using all their senses. Soft flooring creates a warm atmosphere and helps to promote their confidence as they learn to move around independently.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making progress through the stepping stones towards the early learning goals. Their starting points are identified upon entry and progress books follow children as they move through the nursery. Children are observed and assessed until they leave and a transfer record is then completed. The staff working with the children have a sound knowledge of the Foundation Stage and cover all aspects of the early learning goals

in their planning to ensure they provide a broad and balanced curriculum. Activities are evaluated well and the next steps in individual children's learning are used to inform future planning.

Children demonstrate a sense of belonging as they play and learn together. They are confident, friendly and well behaved. They are becoming independent learners as they move around the room, choose their own activities and help to tidy away. They use a variety of tools to make marks and are learning to recognise and write their names using correctly formed letters. Children learn to link sounds and letters through meaningful activities, including songs and repeating the initial sounds to their own names. Environmental print, including labels and posters, helps to reinforce pre-reading skills. Children enjoy group activities, such as patterning with pegs and story time. Staff ask effective questions, such as, 'can you find a blue square?' to help them identify colours and shapes. Children are gaining confidence with mathematical concepts and numbers are widely displayed around the setting. This helps to reinforce number recognition skills. However, they do not have regular opportunities to use simple addition and subtraction during every day routines.

Children learn about themselves and the wider world through topics and small group discussions. They learn about different cultures and share their home experiences together. Previous topics have included learning about living things, including the life cycle of a butterfly. Outings help to promote knowledge and understanding of the local environment. Children are developing their hand eye co-ordination, for instance, as they pour drinks and thread beads onto strings. Regular use of the outdoor area, promotes children's developing physical skills as they play with resources, such as wheeled toys, balls and climbing equipment. Children are creative and use their imaginations as they play. For example, during role play they recreate real life scenarios, such as going shopping with baby dolls. They hold discussions and are heard to ask one another questions, such as 'are you going shopping?'. Children are quick to offer replies, including 'no not yet because the baby's still got her pyjamas on'.

Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are welcomed into the setting and cared for according to their individual needs. This is because staff enjoy being with them and strive to include all children in all activities. The younger children are comfortable and settled and are regularly acknowledged and affirmed by the adults who care for them. They develop self assurance and confidence when making choices and seeking comfort or help. Children learn about the similarities and differences between themselves and others through toys and resources, which promote positive images of diversity. Children speaking English as an additional language are supported well because staff and parents work together to make sure their needs are addressed. Children learn the difference between right and wrong because staff are good role models and manage

behaviour in a way that does not adversely affect children's self-esteem. They offer frequent praise for achievement and good behaviour and promote good manners throughout the nursery. Children benefit from consistency of care as staff and parents work in partnership to meet their individual needs. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, although the complaints procedure does not contain sufficient detail.

The partnership with parents is good. Parents of children receiving funding for nursery education feel informed and included and are invited into the setting to share and discuss children's individual progress. Planning is clearly displayed for parents and they are updated about children's progress on a daily basis. The group has invited parents into the nursery to share their special skills and knowledge with the children. An effective two-way flow of information helps to contribute towards the continuity of care provided. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children are comfortable and settled within a generally well organised environment. They feel secure and at ease with familiar staff and their surroundings and can access a range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so. However, minimum staffing ratios and the current deployment of available staff means babies and older children have limited support at times. Staff training needs are identified and addressed. Self evaluation is promoted within the staff team to help assess the strengths and weaknesses of the provision. The registration certificate is displayed and the necessary records are in place and shared with parents. Daily attendance records show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the comprehensive range of policies and procedures, which underpin the group's practice.

The leadership and management is satisfactory. Staff have a sound knowledge of the Foundation Stage and promote the personal development and achievements of all children. Parents receive regular information about the nursery curriculum and daily reports on children's progress. The integration of care and nursery education, promotes positive outcomes in all areas of child development. The monitoring of teaching and learning ensures the overall effectiveness of the curriculum is evaluated. The provider is committed towards the continuing improvement of the provision. For example, previous recommendations have been addressed and the group has a positive attitude towards future improvement. The group provides a professional service. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider received three recommendations. These included ensuring drinking water was freely available to children, that good practices

were in place regarding hand washing and making sure child protection procedures complied with local Area Child Protection Committee requirements. The recommendations have all been addressed. Drinking water is readily available to all children and effective hand washing procedures are in place. The child protection procedures are based on local requirements.

At the last inspection for nursery education, three key issues were raised. These included improving opportunities for children to develop their understanding of written language and to identify the sounds of letters and words, increase outdoor experiences and adopt an initial profile of children's knowledge and skills. The key issues have been addressed. Children experience opportunities to develop their knowledge of the written word through a range of resources and experiences. They regularly explore letter sounds and words and progress records are in place.

The provider has taken steps towards improving the service provided and ensuring children are safe and well cared for at all times.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote children's safety and learning potential by ensuring staff deployment provides adequate support (also applies to nursery education)
- ensure the required staffing ratios for all children are maintained at all times
- promote children's welfare by ensuring the complaints policy and log contain

the required detail

- promote children's safety by ensuring safety measures reduce the risk of accidents in the outdoor play areas.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- promote children's mathematical development by introducing simple addition and subtraction into every day routines.

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