



# Freshwater Early Years Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	119749
<b>Inspection date</b>	23 February 2007
<b>Inspector</b>	Michele, Karen Beasley
<b>Setting Address</b>	79 School Green Road, Freshwater, Isle of Wight, PO40 9AX
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<b>Registered person</b>	Freshwater Early Years Centre
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Freshwater Early Years Centre opened in 2006. It is a voluntary management committee run provision which operates from a purpose built early years centre which is situated within the grounds of All Saints Primary School in Freshwater on the Isle Of Wight. A maximum of 60 children from 2 years to 8 years may attend the setting at any one time. The provision is open each week day from 08:45 to 14:45 during term time and part of the summer holidays. There are enclosed areas for outside play.

There are currently 50 children aged from two to under five years on roll. Of these, 29 children receive funding for early education. The setting currently supports eight children with additional needs and no children with English as an additional language.

The management committee employs 12 members of staff. All practitioners hold early years qualifications and all are first aid trained. The group receive support visits from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance development worker.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children learn about the importance of personal hygiene through consistent daily routines. They are encouraged to wash their hands at all appropriate times, and the use of paper towels effectively protects the children from the spread of infection. Children will receive immediate attention in the event of an accident because, all practitioners are qualified in first aid. Children are healthy because practitioners implement hygiene procedures well. For example, they clean tables with anti-bacterial spray and wear disposal gloves to change nappies and deal with toileting accidents, helping to provide a clean and healthy environment.

Children are developing an understanding of the importance of healthy eating through planned topics. These include visits to the supermarket to buy ingredients for cooking activities, planting and growing their own herbs, vegetables and fruits such as chives, French beans and strawberries. Children make their own milkshakes and smoothies from fresh fruit and are provided with a wide variety of other nutritious snacks. Practitioners are highly effective in supporting younger children and children with additional needs to develop their independence, for example by learning to feed themselves and older children are actively involved in setting tables and serving their own meals. Children's allergies and dietary requirements are clearly displayed, to ensure their individual needs are met and respected at all times when snacks are provided.

Children enjoy a wide range of energetic physical activities such as going to tumble tots and swimming at the nearby leisure centre once a week, which contribute to their good health and physical development. They use coupe cars and climbing equipment in the outside play area to develop their physical skills and co-ordination. They take their homemade soup on forest walks every week, to enjoy the benefits of den building, fresh air and exercise. Children have opportunities to develop their small muscle skills and are becoming competent learners. They independently use tools such as hammers, saws, paint brushes, glue sticks and scissors and enjoy taking part in creative activities.

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

The provision is outstanding.

Children benefit from an extremely safe and secure purpose built environment. Detailed health and safety policies and procedures and comprehensive written risk assessments, ensure practitioners are fully aware of their individual roles and responsibilities towards the safety of the children. They carry out daily checks on the premises and outside play area. For example, to ensure fire exits are not blocked and electrical sockets are covered, so all areas accessed by children are safe. All visitors wait in a reception area where they sign in the visitor book to maintain a record of everyone in the setting, they are then escorted through a secure door into

the provision helping to further ensure children's safety. Practitioners are vigilant and children are kept safe and well supervised at all times. Children are gently reminded of the rules and are learning to keep themselves safe through discussion and daily routines. For example, they all know they must line up before going outside and not to run in the setting.

Emergency evacuation procedures are regularly practised and planned activities further enhance children's knowledge and understanding as what to do in the event of a fire. The setting uses books and stories with props to reinforce children's understanding. Children thoroughly enjoy visits to the fire station and from the lollipop lady to enhance their understanding of fire and road safety.

The provision provides an exceptionally attractive and interesting environment, with posters, photographs and examples of the children's work brightly displayed on the walls. Children benefit from an extremely wide and varied selection of stimulating toys, resources and play equipment which is suitable for their needs. Children can access toys and resources easily and safely, as they are able to help themselves freely from the low level storage units.

Children are well protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement the settings and local child protection procedures. The recording of all staff, children and visitors to and from the provision, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

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

The provision is outstanding.

All children build excellent relationships with their key workers and peers and thrive in the exciting range of activities and experiences offered to them. They show excellent imagination as they represent their ideas through role-play, trying on different shoes from their market stall and going to a Halloween party wearing them. Children become competent learners as they explore making different shapes in paint with their hands and problem solve by putting a train track together. Younger children and children with additional needs are helped to explore their senses as they independently access a range of tactile toys, including wicker baskets with natural objects such as fir cones in them. They enjoy creative activities such as playing with crazy foam, making collage pictures for 'The Tiger Who Came to Tea and the 'Rainbow Fish' stories and exploring sand and water.

Children communicate very well using words and gestures such as sign language. Children increase in confidence as all practitioners respond back appropriately. All practitioners working in the setting have an excellent knowledge and understanding of child development and make extremely good use of the Birth to three matters framework to guide their planning and observations of children's progress. They provide an exciting and stimulating learning environment, in which young children initiate much of their own learning, helping them to develop high levels of independence and competence in these early stages of their learning.

### **Nursery education**

The quality of teaching and learning is outstanding. Children relish their time at the setting and play a dynamic role in their learning. They make rapid strides in their development because practitioners have an excellent understanding of how children learn most effectively. The provision is organised into areas linked to the curriculum making exceptional use of space, both inside and out. Children develop excellent levels of independence, for example they help make fresh soups and other foods to take on their forest walk every week. Children confidently make their own choices within the environment extending their individual ideas through play. As a result, children are highly motivated, which boosts their learning enabling them to achieve their full potential.

Children's reading and writing skills are exceptionally well developed and they use an excellent range of rich vocabulary to describe the variety of different ways in which they would go on a bear hunt. They confidently contribute to group discussions and listen to each others ideas making suggestions as to what they need to take on their forest walk. They talk about past events such as watching caterpillars change into butterflies.

Children show exceptional skills as they freely access and use the extensive range of tools and materials across the various areas. They carefully use hammers when making objects from wood, select a variety of implements to explore playdough and confidently use scissors, glue sticks and sellotape to express their own ideas through creativity. Children solve their own problems, for example they work out how to put on and zip up dressing up clothes.

Practitioners have an expert knowledge and understanding of the foundation stage curriculum and use an excellent range of questioning techniques and inspirational teaching methods to extend children's learning. They make exceptional use of routines, group times and incidental opportunities to encourage children to think through their own ideas and solve their own problems. Children's curiosity and investigative skills are greatly enhanced as they show exceptional competence in using the computers and have access to a wide range of educational programmes extending their understanding of a variety of mathematical concepts and reading skills. Children independently select magnifying glasses to take outside with them and search for mini beasts. They enjoy looking through magnifying pots at leaves and bugs and notice different shapes and patterns. Children use excellent mathematical language to compare quantities of rice and water whilst they pour them into different sized containers. They recognise triangular shapes within the construction materials as they skilfully design and build models.

Children's imagination is exceptionally well explored. They independently select an extensive range of media and materials, including wood, foam and paint to freely explore creativity and express their own ideas. Children respond using their senses in exceedingly well equipped rooms and explore sound and rhythm as they examine an extensive range of musical instruments.

Assessment is rigorous and children's achievements are exceptionally well recorded. Practitioners use this information and their knowledge of children's individual interests to plan a starting point for activities on a weekly basis. Children follow their own interests and practitioners build on this, allowing each child to take the lead role in their learning. Teaching is consistently inspiring and challenging for all children and practitioners ensure children are continually making progress, thriving and responding to challenges in an exciting and vibrant learning environment.

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

The provision is outstanding.

Children show an excellent attitude towards one another and are extremely confident and self-assured. They flourish in the setting because they are exceptionally well supported by practitioners who encourage them to become autonomous and competent learners. Children play extremely well together learning to share and take turns and negotiate this with confidence. They show genuine concern for one another and benefit enormously from the integrated outside learning environment.

Children develop a secure sense of belonging and confidently take on responsibilities within the provision, such as helping themselves to water and preparing and serving snacks. Behaviour is exceptional and children show high levels of independence, confidence and self-esteem as practitioners continually praise and value their achievements. All children and their families, including those with special needs receive outstanding support from practitioners and outside agencies, enabling them to thrive and make excellent individual progress. Children gain an extremely well developed respect for themselves and others as they are taken out to learn about their local community and the wider world. Children's spiritual, moral, social and cultural development is fostered.

Children enjoy cuddles from practitioners and are extremely self-assured developing high levels of independence and a sense of security and belonging. They benefit from a superb partnership with parents, ensuring their individual needs are fully met and they make rapid progress in their development. Parents are fully involved in their child's learning and how they can support this in the home because highly effective communication takes place between practitioners and themselves, for example through key worker meetings.

The partnerships with parents of children is outstanding. Practitioners pay high priority to establishing and securing the links between home and the setting, ensuring parents are actively involved in their child's learning. Parents receive extremely detailed information and discuss the curriculum and the philosophy of the provision, which helps them to understand how their child learns and develops through play. They receive extensive support in extending their child's learning at home, for example through practical play experiences, and parents are fully involved in the planning for their child, which helps to ensure this is centred around individual interests. They work together with practitioners to assess their child's ongoing achievements and progress and agree next steps for development. This helps to ensure all children make excellent progress and allows parents to play a full part in their child's learning.

## **Organisation**

The organisation is outstanding.

Children's care and learning is significantly enhanced by the exceptional organisation of the setting and the outstanding leadership and management of nursery education. All practitioners have a very clear understanding of their roles and responsibilities within the provision and the implementation of the operational plan is highly effective ensuring all children are provided with high levels of support and thrive in the vibrant and well organised setting. Time and resources are exceptionally well used and the learning environment enables children to reach

their maximum potential and play an active role in their own learning. A highly effective and well organised key worker system operates which secures the links between home and the setting, enabling children's individual needs to be fully met. Very detailed policies and procedures are consistently applied across the provision to promote excellent outcomes for children.

All practitioners working in the provision have an in-depth understanding of child development and those working with funded children have a secure knowledge of the foundation stage curriculum. They are fully involved in the planning and evaluating of activities and take the lead role in specific areas. High priority is placed on evaluating teaching, the effectiveness of the curriculum and the impact this has on children's individual progress across the whole provision, ensuring effective and continual learning takes place. Staff performance is monitored and assessed both formally and informally and ongoing training identified to further enhance the expertise of practitioners and the rich experiences offered to children.

Management have a very clear knowledge of the strengths within the provision and actively evaluate continually to identify areas in which further development could be made. Assessments and monitoring of the teaching and curriculum contribute to this. The provisions development plan shows where and how further developments are to be made and excellent systems are in place to monitor and evaluate the impact of any changes in order to ensure maximum benefits to children are received. The setting meets the needs of the range of children for whom it provides. Regular meetings and rigorous monitoring of children's achievements helps ensure all children are continually making rapid progress, thriving and responding to challenges and playing a dynamic role in their learning.

#### **Improvements since the last inspection**

Not applicable

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)