

Shaping Futures

Inspection report for early years provision

Unique Reference Number	EY280082
Inspection date	06 February 2008
Inspector	Judith Rayner
Setting Address	Church Street, Warsop, Mansfield, Nottinghamshire, NG20 0AQ
Telephone number	01623 845359
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Registered person	Shaping Futures Limited
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Shaping Futures Day Nursery is one of three nurseries run by Shaping Futures Limited. It opened in 2004 and operates from a purpose built building in the centre of Warsop, very close to the local amenities. This nursery works in partnership with Sure Start. A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 54 children from 6 months to under 5 years on roll. Of these, 10 children receive funding for nursery education. Children attend a variety of sessions throughout the week. The nursery serves the local and wider communities. The setting is able to support children with learning difficulties and/or disabilities, and also children and families who speak English as an additional language.

The nursery employs 16 staff. There are 12 childcare staff, including the manager whom hold appropriate early years qualifications. The nursery is a member of the Pre-School Learning Alliance and receives support from the local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment where children are cared for is generally well maintained and promotes the health of children. Staff are good role models because they wash their hands before preparing food, clean tables with anti-bacterial spray and wear aprons and gloves when serving food or changing nappies. However, some aspects of preventing the spread of infection is not as effective. Babies are placed closely together when they are sleeping and some bins do not have lids on exposing used tissues and hand towels. Good procedures in place promote children's health. For example, most core staff hold a current first aid certificate and are confident in dealing with any accidents should they occur. Children who become poorly at the setting are well cared for. They are closely monitored, encouraged to feel relaxed and comfortable. Parents and carers are contacted and kept up to date with their child's condition. Information is then shared and records signed when the parents and carers collect their child. Children understand that it is important to wash their hands after finishing activities such as messy play, being outside, after using the toilet, and before eating.

Children benefit from the good quantities of a well-balanced and nutritious diet. Food is freshly prepared and the cook takes into consideration each child's individual dietary requirements. This is achieved because staff find out from the onset from the parents and carers what their child likes, dislikes and if they have any medical, religious and cultural dietary needs. This is further enhanced because staff communicate effectively with the cook to ensure the child's needs are maintained and alternatives are provided. Children enjoy meal times and learn the conventions of sitting at a table and using crockery and cutlery appropriately. Babies are held in the arms of staff when being bottle fed ensuring they are comfortable and relaxed when having a drink. Children access drinks throughout the day. Older children help themselves to a drink by pouring the water from a jug into cups, sometimes supported by staff. Younger children and babies are monitored regarding their intake of fluids and offered regular drinks through bottles and non-spill cups. Snacks offered to children are healthy such as fruit and milk.

Children spend time outside every day. Staff carefully plan activities to provide a suitable range of toys and resources that enhance their all round development. They enjoy their time outside and eagerly and excitedly wait their turn to use the enclosed safety-surface area. Children spend time riding trikes, using trundle toys by sitting in them and pushing them around with their feet, and climbing and sliding on the low height apparatus.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is attractive and welcoming, with displays of children's work that links with current themes on the walls. Different rooms and areas are well planned and set out. This encourages children to feel welcomed and secure. For example, the older children's room is set out into areas such as the creative, imaginative and writing areas. Toddlers have cosy areas to read books and messy areas to paint and play with water. Babies have ample room to move around on the floor with good opportunities to push trundle toys as they learn to walk. Areas where children play are generally well maintained, toilets are clean and regularly checked, and staff follow and adhere to suitable policies and procedures to ensure children are cared for in a bright and stimulating setting.

Children use their independence skills well when self-selecting from the good range of toys and resources. These are stored appropriately encouraging children to make choices and easily access activities that enhance their all round development. The quality of toys and equipment is generally good. Babies toys and equipment are cleaned every day to ensure they are safe and free from germs making them attractive and inviting for babies to strike up their curiosity and interest. For example, babies eagerly play with the newly cleaned soft play cushions as they climb and roll over the equipment.

The safety of children is generally good. There is a good security system in place ensuring children can not leave the building unsupervised and unauthorised adults can not gain entry. Staff are vigilant in who has access to and from the building and ensure all visitors sign the attendance book. Children's safety is sometimes compromised because the systems for checking risks and minimising them to children is not as effective. Although risk assessments are undertaken everyday and records made this is not consistent throughout the nursery. This has the potential for some children to be accessible to possible hazards. The supervision of children is good. Effective systems in place for the covering off staff during breaks ensures ratios are maintained at all times. Staff have a good understanding of the differing ages and abilities of children in their care. For example, staff assess and monitor what children play with such as no small objects for babies and young children and hold their hands when they are learning to walk. Older children are encouraged to play more independently and learn to understand about taking responsibility for their own safety such as running outside and not inside.

Children are suitably safeguarded. This is because staff understand their responsibilities to protect children from abuse, and know what procedures they need to undertake should they be concerned about a child in their care. There are clearly written policies and procedures for staff to follow. These highlight the management team being overall responsible for making decisions and referrals to the authorities. Some staff have recently undertaken training highlighting the Local Safeguarding Board's requirements. However, not all staff are as confident and knowledgeable of what they need to do if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

All children are greeted warmly when they arrive and settle quickly into the activities provided. They are happy, curious and interested in their play. Clear and consistent routines throughout the nursery provide an informal structure for children to feel secure and learn about the organisation of the day. Babies are cared for in their own room with a range of resources and areas supporting their all round development and needs. Staff are knowledgeable of the 'Birth to three matters' framework and implement it effectively to support babies needs and progress. Babies needs are identified and activities are carefully planned to support their next steps in their development. For example, staff ensure babies have plenty of space to push walkers around the room whilst learning to walk. They organise and present toys and resources ensuring they do not obstruct the areas where babies play. Good relationships are forming between staff and babies. Staff reassure babies through use of soft tones, good eye contact, smiles and cuddles. Babies are responsive as they smile back and happily give cuddles.

Young children are given good opportunities to experience a range of activities to enhance their all-round development. Staff observe and assess each child's development and carefully plan and provide activities to support children's individual learning. Children particularly enjoy outdoor play. They excitedly prepare to go outside and quickly engage with the low climbing frame, slides and trundle toys. Staff help children to count as they climb the ladder. They wait

in anticipation as staff say, 'ready, steady, go' to go down the slide. Children happily participate in this activity and take many turns climbing up and sliding down. They are forming good relationships with their peers. They look through the windows at the babies inside smiling and waving at them.

Older children are forming good relationships with their peers. They play co-operatively taking turns to play on the computer and support one another to complete the task on the computer games. They show each other how to use the mouse and where to place the cursor on the screen. Children play imaginatively. They spend time carrying dolls around the room making up hide and seek games between themselves. Children's independence skills are developing well through daily tasks and routines. For example, children know to collect their cutlery and dinner plates from the serving table and sit down at the table ready to eat their food. Children are progressing well in all areas of their development. This is because the staff provide a good range of activities to support their care, learning and play. Records are undertaken of what children achieve and these are shared with parents and carers. Staff plan activities well to help children reach to their best potential. Activities are presented attractively and promote interest, curiosity and encourage children to initiate their own play. However, children have less opportunities to freely express themselves in creative art work because staff generally provide them with pre drawn and cut out pictures and stencils.

The quality of teaching and learning is good. Staff have secure knowledge of the Foundation Stage curriculum and are skilled at implementing this into individual children's learning. Observations are undertaken and good assessments identify children's stages of development which support staff in planning each child's next steps of learning. There are clearly written play plans covering the six areas of learning. These provide children with a suitable range of purposeful activities. However, due to some resources not being readily available sometimes impacts on the opportunities for children to extend their learning. Staff actively involve themselves in the activities with children. They ask thought provoking questions, provide ideas to help children extend their own play and learning and allow children to also work through their own problem solving tasks such as the computer games and weighing activities. This encourages children to freely make choices in their play, and are motivated and interested in what they do.

Children are confident and happy. They are considerate to each other. For example, when children have finished at the snack table they find another child who has not yet eaten and informs them that there is a space for them to sit at the table for snack. Children are polite. They ask for more to eat using phrases such as, 'Can I have some more please?'. Children have a good understanding of waiting to have their turn. They watch the 'lava clock timer' finish and swap seats with other children to use the computer. Children attentively listen to stories. They quietly sit in a group waiting for the story to begin. They know some stories well and have particular favourites. One child read out the title, 'Please don't chat to the bus driver'. Other children join in with the story repeating the same phrase as the title as the story unfolds. Good opportunities to mark make supports children to recognise that print has meaning such as finding their name cards and then writing their own names down on paper. Children count up to six when building towers with bricks. They enjoy activities such as weighing and number work on the computer and use numbers in daily tasks and activities. Children explore shape, size and quantity through activities such as sand and water.

Children learn about the world around them and the people in it. They spend time engaging in activities about earth and how to help protect the world through recycling. This is further extended by talking about how they can recycle at home such as putting paper and cardboard

boxes in designated bins for collection. Children learn to care for living animals. They help feed their nursery pet hamster, 'Beauty' and clean out her cage. Children enjoy singing time. They excitedly shout out their favourite songs such as 'Twinkle twinkle little star'. They eagerly participate in action rhymes such as 'The farmers in his den' and confidently recall the stages of the song and actions to go with it. Children explore a range of creative resources such as coloured rice, shredded paper, saw dust and glitter. Children spend planned time outside as well as inside developing their large motor skills. Good physical sessions inside help children develop their coordination, balance and body movements. They move around the room to different types of music, stretching, pointing, clapping and have lots of fun in the process. Children learn about changes to their bodies when they move around such as feeling the different beats of their heart before and after exercising. Time outside provides children with suitable opportunities to ride trikes and use low level climbing apparatus as they breath in the fresh air. Children have good control of their small motor skills when using the mouse for the computer, holding pencils and using scissors to cut paper.

Helping children make a positive contribution

The provision is good.

Babies and young children's needs are met well. Their eating, sleeping and comfort needs are met with sensitivity and calmness by staff. Cuddles and individual time is spent with babies helping them settle into the nursery offering reassurance, comfort and time to get to know their new surroundings. For example, one baby is settling into the room. Staff calmly and quietly chatted, cuddled, fed and played with the baby who settled and ended up smiling and holding toys. Older children are given time to ask questions and share how they feel when they are new to the room. Staff listen and offer reassurance in a calm and supportive manner. This encourages children to feel reassured, safe and secure. Children feel valued. Their self-esteem is good. Children spend time acknowledging the world around them and the people in it. For example, children undertake display work about Chinese New Year and participate in activities such as food tasting which consolidates their first hand experiences. This is further supported because children have access to a suitable range of toys such as puzzles, books and dressing up.

There are good systems in place to support children and their families with learning difficulties and/or disabilities. Staff know that certain methods such as learning key words in a child's language and using these, affirm a sense of value in them. For example, staff use British sign language to introduce them selves and children during registration time. The setting believes in inclusion for all children. They adapt activities and link effectively with supporting agencies to ensure the needs of the child are met well and progress to their best potential.

Children are generally well-behaved. They are mostly aware of what is expected of them although some older children need more reminders than others. Staff work patiently and calmly encouraging and raising children's awareness to the boundaries and expectations that the setting promotes. Clear and consistent messages and methods of managing a range of children's behaviour is promoted throughout the setting. This encourages children to feel secure and builds on their self-esteem. Good methods such as several verbal warnings are given to older children before their names are transferred from the 'happy cloud' to the 'sad cloud' if their behaviour does not improve. Children are fully accepting of this and eagerly improve their behaviour, to which staff transfer their names back to the 'happy cloud'. Children are praised at many opportunities. For example staff use words such as 'good boy', 'well done' and 'that was asked nicely'. Staff use lots of soft tones and positive facial expressions when spending time with babies. They quickly respond by smiling back and moving their arms up and down in excitement. Children's spiritual, moral, social and cultural development is fostered.

Parents and carers access a good range of information about what the setting offers and how their children are cared for. Information is displayed around the rooms and corridors such as photographs of the staff who work at the setting, play plans, learning frameworks such as the 'Birth to three matters' and general child care and child health issues. Relationships with parents and carers are both friendly and professional. Staff have a good understanding of the importance of exchanging information with parents and carers to support the ongoing needs of their children.

The quality of the partnership with parents and carers of nursery education children is satisfactory. Newsletters are distributed to parents and carers informing them of current topics their child will be involved with. Parents evenings are held to discuss their child's progress and development. Parents and carers access their own child's development records with staff members. These highlight the stages of their child's development and achievements. Children's learning at home is less promoted. This has the potential to sometimes restrict children's development, progress and experiences through the stepping stones. There is some information displayed around the setting informing parents and carers about the Foundation Stage curriculum.

Organisation

The organisation is good.

Children are protected because the recruitment and vetting procedures are robust and thorough. These ensure that all staff have been vetted and are safe and suitable to be in contact with children. A good induction procedure provides a sound foundation for staff to familiarise themselves with policies and procedures and adopt good practice. This ensures children's well-being is held in high regard. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's needs are met effectively. Regular appraisals help identify staff strengths and weakness and training is provided to support staff to develop their own skills and knowledge.

Clear routines support children to settle whilst taking into consideration their own needs and routines. Good systems in place for the deployment of staff ensures that children are well-supported. Adult: child ratios are maintained effectively because there is a sufficient number of staff supervising children during staff breaks and absences. The well-organised rooms, space and resources supports staff in providing a good range of activities and experiences for children to develop their all-round skills. Staff work well as a team and are flexible in their roles to ensure children's needs are met effectively and the smooth running of the nursery continues. The management structure offers support to all staff ensuring the practice offered to children contributes to their good health and safety whilst having fun and learning.

There is a very good range of records, policies and procedures for staff to follow to. The management team regularly review and assess the methods used to monitor them. This underpins the running of the setting, supports staff in identifying good practice which then meets the needs of children. A clearly written operational plan along with a positive vision from the management team maps out the aims and objectives of the setting. Records are kept up to date, very well organised, easily accessible and held securely. Overall, the provision meets the needs of the range of the children for whom it provides.

The quality of leadership and management is good. The manager holds a relevant child care qualification and has a very good understanding of her role and responsibilities ensuring the setting delivers a high standard of learning and care to children. The children benefit from

being taught by staff who are interested in their job, motivated and work very well as a team. There are regular channels of good communication between the staff and the manager such as team meetings and appraisals. This enables any issues to be discussed and dealt with promptly and good practice shared.

Improvements since the last inspection

At the last Care inspection it was recommended that the setting improve documentation and child protection procedures. Good improvement has been made. There are thorough and robust systems in place to record children's and staff daily attendance. Medication is administered only if parents written consent is obtained and recorded in the medication records. Reviews have taken place of the child protection procedures and all staff have undertaken training and have been given information about current practice to follow. Therefore, children's health, safety and welfare is maintained well.

Complaints since the last inspection

Since the last inspection there has been one complaint. Ofsted carried out an unannounced visit on the 03/02/2005. Evidence was found that health and safety issues were apparent due to building work being carried out. The setting was given actions to improve relating to National Standard 6: Safety and National Standard 14: Documentation. These actions have now been met. The Registered Person remains qualified for registration.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- continue to improve the methods used to prevent the spread of infection and the cleaning of toys and resources
- continue to improve the systems in place to minimise risks to children
- continue to improve staff knowledge on what to do should an allegation be made against a member of staff
- continue to improve the opportunities for children to freely express themselves in creative art work.

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):

- continue to improve the opportunities for parents and carers to be involved in their child's learning from home
- continue to improve the range and accessibility of resources to extend children's learning.

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