



Earlyworld Stafford Court

Inspection report for early years provision

Unique Reference Number	208194
Inspection date	23 September 2005
Inspector	Jane Elizabeth Roberts
Setting Address	Earlyworld Stafford Court, Stafford Court, Stafford Park, Telford, Shropshire, TF3 3BD
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Registered person	Earlyworld Ltd
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?

Earlyworld Stafford Court nursery opened in 1999. It is located near Telford town centre. The nursery operates from its own ground floor premises consisting of seven rooms with access to outdoor play area. The setting is open five days a week all year round and operates from 08:00 to 18:15.

The nursery cares for a maximum of 130 children aged from 3 months to 5 years. Of the 135 children on roll, 43 receive funded nursery education. Most children live

locally and some children come from a wider area. The nursery can support children with special needs and children who speak English as an additional language.

There are 23 full-time staff and 10 part-time staff who work with the children. The majority have a recognised early years' qualification and the remaining staff are working towards a qualification. The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children show a good understanding of a healthy lifestyle and diet. They take part in a wide range of activities which meet their physical, nutritional and health needs. Staff guidance and support help all children gain independence in their personal care, including washing their hands and using the toilet on their own. Children have a good balance of quiet and busy times which nurture their emotional well-being and health especially when they are involved in physical play both indoors and outdoors. Babies and younger children sleep safely and comfortably and are frequently monitored.

All children are developing a good awareness of the changes to their bodies through well-organised physical play activities and free play. Whenever possible children play out doors in a safe purpose built playground and garden.

Children enjoy a nutritious range of snacks and meals which are prepared on site. They are able to access drinks of water at any time. Meals are sociable occasions when children chat to their friends and staff. Children learn about the food we eat and develop an understanding of what is good food and where it comes from by growing their own vegetables and using them in cooking activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children are cared for in a suitably organised, welcoming nursery which is attractively arranged for the needs of the children. Staff have a good understanding of safety and how to minimise the risks for children, for example daily visual and recorded checks are made throughout the premises. Children's arrival and departures are monitored very well by vigilant staff.

Children use a wide range of resources which are in good condition and appropriate to their age and development. Each room has low shelving arranged into play areas which promote their independence. Displays throughout the nursery are bright and cheerful and reflect the children's work.

The setting complies with the procedures and documentation required to ensure the children's welfare is safeguarded. For example, risk assessments are regularly

carried out and the majority of staff have current first aid certificates. Children are well protected by staff who have a clear understanding of child protection procedures which are provided by the local Area Child Protection Committee.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive eagerly at the nursery where they confidently involve themselves in the activities and independently select what they want to do. Babies and younger children have a routine and activities are planned for them to extend their skills. However better planning would improve staff interaction with the children and provide more purpose to the time the staff spend with the children. Planning would also benefit from the influence of the 'Birth to three matters' framework for the under three-year-olds. Rooms are well planned and the wide range of resources are easily accessed by all children and help them settle in and feel secure.

Children are making decisions and developing independence through making choices about what they want to play with. They extend their thoughts with the help of interesting play props, both indoors and outdoors. Staff plan adult-led activities which cover all areas of development and provide opportunities for children to concentrate, however the groupings of planned activities for under two-year-olds does not always promote more than one child joining in. During free play, children confidently talk about their creative ideas with each other and use their imagination to develop and extend their stories, such as when playing doctors they talk about 'their illness'. Children make positive relationships and are learning to cooperate when sharing activities or helping each other to construct large objects. They enjoy books and have favourite stories such as 'Mr Magnolia'. They respond excitedly when they sing their favourite songs, which include numbers and action rhymes. Younger children are beginning to understand that marks have meanings and are guided well by staff who encourage them to observe and express their language, for example they have made books entitled 'All about me' which they proudly talk about.

Nursery Education

The quality of teaching and learning is good.

Children are developing well and their individual needs are supported because staff are using their understanding of the Foundation Stage stepping stones to plan good quality nursery education. Keyworker groupings, sound knowledge and assessment of the children help staff promote children's confidence. This is recorded in photographs, children's work and informative detailed observations. However, the written planning does not reflect the differentiation in the children's development, or how to extend and challenge their learning.

Children are interested and motivated to learn through well planned resources which stimulate their enthusiasm and questioning. Three-year-olds are supported well when separating from their families and made to feel welcome and greeted with enthusiasm by their friends. Their confidence is promoted through a good balance of adult-led activities and free play in which they are learning to be responsible, share

and take turns. Older children are considerate and polite to each other and many children enjoy contributing in large group activities, such as counting how many children are present or talking about their own experiences.

Children have many opportunities to use mark making tools and most children are beginning to recognise their name and some older children are beginning to freely write their name on their art work. They confidently explore a range of words and sounds and know how to use books for enjoyment and to locate information. They enjoy their favourite stories, one of them being the 'Magic Sky' and they have learnt how to use library books to investigate, such as when they wanted to know how their body works. Children explore a range of mathematical concepts through adult-led and free play activities. All children are beginning to use numbers in everyday activities and some older children can add simple numbers together. However, there are limited visual images of letters and numbers around the rooms to re-enforce the letter and number sounds used in planned activities.

Children's knowledge of the world around them is good. They meet and talk with people from outside the nursery who help us. Children also gain first hand experience from parents who talk about the country they were born in and their culture. Their understanding of the world around us is expanded through well planned activities and projects, including plenty of positive displays throughout the nursery. They explore a wide variety of living things from plants and the changing seasons to where we live and what we look like. Children competently use technology in their play and make models and collage pictures which are linked to their projects.

All children enthusiastically join in well planned physical play both outdoors and indoors. Older children are able to change into their 'P.E.' clothes for organised action games and they show developing confidence in dressing themselves. All children negotiate space well and understand they must show care and attention to others when playing outdoors or in the hall. Children continuously make good use of the wide range of drawing materials available to express their ideas. They cooperate and express themselves very well when playing with the imaginative play props, for example when older children play house they are able to identify different members of the family and quickly extend and change their ideas.

Helping children make a positive contribution

The provision is good.

All children are welcomed and helped to settle into the daily routine because staff respect their individuality and needs. Children's spiritual, moral, social and cultural development is fostered by learning about the wider world through a variety of projects and activities. The children's family and home life is valued and included in conversations with staff and children. Throughout the nursery positive images are displayed of other cultures and the world around us. During their play children are encouraged to ask questions, explore the world around them and be caring to others.

Children with special educational needs and those who speak English as a second language can be supported well by staff who have a good understanding of their individual needs. Staff work closely with parents, carers and outside agencies to take

appropriate action to ensure consistency, continuity and inclusion for all children.

Children behave well and they play harmoniously together. They share games and older children cooperate very well in the role play area and can take turns, such as using the soft play room when it is their turn. Older children proudly take on the role of helper and younger children are developing self-worth and independence, for example when their painting water is dirty they change it for clean water and they know aprons are always worn at this activity. Staff have high expectations and set consistent boundaries for the children and they understand the simple rules set throughout the nursery.

The partnership with parents and carers is good and contributes significantly to the children's well-being. Staff ensure that all parents know how their child is progressing and developing and information about the children's learning is provided on a daily basis. Parents of babies and younger children appreciate the sharing of an informative daily diary. Older children's parents benefit from staff providing a news board for each room which enables parents and carers to know what their child is doing during the day. Parents enjoy talking to their children and staff about the activities, including daily informal chats with their child's keyworker.

Organisation

The organisation is good.

Children's care is enhanced by the experienced staff and well organised management of the nursery. Management regularly reviews and includes suggestions from staff on staffing procedures, policies and procedures to ensure they meet the requirements of the national standards. For example, staff supervision identifies further training which staff can undertake to continue their knowledge and understanding of child development. However, not all information from the daily register of attendance is acted on quickly to ensure staff to children ratios are maintained for the benefit of the babies when they arrive at the setting. Overall the range of children's needs are met. All children benefit from attractively laid-out rooms where they can play and rest. There are well organised outdoor play areas which promote their independence and meet their development needs.

Leadership and management is good. Management and staff work closely as a team and everyone contributes to the children's development records. Staff are set clear directions through effective monitoring and evaluation by management of the provision for nursery education. Regular team meetings are held, which include the use of self-assessment and valuable comments on the activities and outcomes for the children. These are used to further improve the care and education for all children.

Improvements since the last inspection

The previous combined inspection recommended the following: improve the conducting and recording of risk assessments; provide more opportunities for four year olds to develop personal independence; develop planned opportunities for

children to progress with English as an additional language; improve the monitoring and evaluation of the nursery education.

Children's care and safety has been revised and improved through more detailed weekly health and safety checks which are recorded. Older children's independence has been improved for example, when appropriate, they serve themselves at mealtimes and put their coats on for outdoor play. They see to their own personal needs with support from staff and during child initiated play children are encouraged to make their own decisions about what they play with and to help put away their toys in the appropriate place. Children are encouraged to greet each other in different languages. They explore other cultures through well planned projects which include talking to visitors, using bi-lingual books and puppets to act their ideas.

Children benefit from effective monitoring and evaluation of the nursery education through regular planned meetings. These ensure continuity between the nursery education rooms and enable staff and management to discuss planning, activities and ideas.

Complaints since the last inspection

A complaint was raised about the suitability of staff working at the nursery. The complaint was referred, and initially taken, by the Social Services Department. Ofsted asked the provider to investigate and report back to them within 10 working days. The provider reported back that he was unable to substantiate the allegations made against staff. The complaint raised about behaviour management was attributed to an incident where a child struck another child with a toy and appropriate measures were taken to correct the unwanted behaviour. These complaints relate to National Standard 1 Suitability and National Standard 11 Behaviour. No witnesses made themselves available for Social Services to follow up any concerns they had raised. Ofsted has reviewed the response and is satisfied that the response received from the provider meets the National Standards and as a result the provider remains qualified for registration.

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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):

- develop opportunities for children under 2-years-old to interact with a consistent adult at frequent intervals throughout the day
- improve the planning for the under 3-years-old by using such frameworks as 'Birth to three matters' to involve children and further their development
- ensure the daily record of attendance is maintained and used effectively

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):

- develop opportunities for children to see numbers and letters in everyday activities
- continue the development of the written planning to show the differentiation in the children's development and include how to extend and challenge their learning

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