

Even Swindon Early Years Centre

Inspection report for early years provision

Unique Reference Number	EY359473
Inspection date	04 June 2008
Inspector	Karen Louise Prager
Setting Address	Even Swindon Primary School, Pasture Close, Raybrook Park, Swindon, SN2 2UJ
Telephone number	01793 523041
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Registered person	The Governing Body of Even Swindon Primary School
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?

Even Swindon Early Years Centre was registered in 2007. It operates from rooms within Even Swindon Primary School. Three playrooms, plus kitchen areas, toilets and parents' entrance hall are included in the registration. The children may also use other rooms within the school, such as the main hall. There is an enclosed outdoor play area, adjacent to the early years rooms, so that children may freely play inside or out. Children also have the use of suitably challenging climbing equipment and a natural outdoor area and the school laying fields on a regular basis. The centre is registered to care for no more than 52 children from two to under five years at any one time. There are currently 23 three- and four-year-olds on roll, 19 of whom receive funding for nursery education. The registration does not include overnight care. The provision is open from 11.30 to 15:00 during weekdays in term time. Six members of staff work with the children, three of whom are part-time. These include two qualified teachers and three other staff who have relevant childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a healthy environment as the premises are clean and there are suitable arrangements for the cleaning of toys and suitable hand washing procedures. For example, children learn that they need to wash their hands before snack and that this will help prevent them getting ill. Children learn about the need for drinks as staff talk to them about the need to drink after lively play. Effective procedures are in place to ensure that the children receive appropriate care in the event of an accident or illness as a number of staff within the school are first aid trained.

Children benefit from good opportunities to promote their physical skills. They enjoy dancing and moving to music and have plenty of space, indoors and outside, in which to express themselves. Children are able to play outside for the majority of the session where they can choose from a variety of equipment to support their physical skills.

Children have free access to water throughout the session and are able to select their own water bottle as they are clearly labelled with their picture. Children eat an early lunch together in the school hall closely supervised by staff. This offers children a chance to gently move towards eating with the whole school when they are older. Children benefit from a suitably healthy supply of food in sufficient quantities for their needs. Parents are informed of healthy guidelines regarding the contents and storage of lunchboxes. For example they are asked not to supply fizzy drinks in the lunch boxes and informed that there is no cold storage provided. A variety of healthy snacks are provided partway through the session. Children sit together providing opportunities for social interaction.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All staff are well aware of their responsibilities to ensure children are secure and protected. Children's welfare is a foremost concern of the staff and all staff have received training regarding the safeguarding of children.

There are effective procedures in place to ensure the safety and security of children being cared for. The doors to the provision are secured with key pads, allowing children freedom within the unit, whilst ensuring the perimeter is secure. Risk assessments and checks are undertaken regularly to ensure children are cared for in a safe environment. Children learn to keep themselves and others safe. For example, as they move from one area to another they are reminded not to run or push each other as they might get hurt. Staff demonstrate a good awareness of the ways in which to keep children safe, for example, denying children access to the kitchen area and turning off the cooker when not in use. Fire evacuation procedures are clearly displayed, which ensures all staff are aware of the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well when they first enter the setting. A selection of activities is available for their immediate choice. Once settled the children join the children in the school nursery where there is an extensive range of activities planned with children's development and interests in

mind. Further resources are available for children to self select as they wish. Children become engaged in a wide range of purposeful and developmentally appropriate indoor and outdoor activities which provide good levels of challenge appropriate to their age and stage of development.

Nursery education

The quality of teaching and learning is good. Children are happy and enjoy their time in the nursery. Staff are enthusiastic and committed to working with children, which they do successfully. Children are progressing well, because of the staff's knowledge of how children learn. Staff plan, evaluate and assess children's progress and the effectiveness of activities in moving children on in their learning. Observations and assessments of the children are continuous, though not always recorded.

Children are confident, happy and enthusiastic in participating in activities. They choose and use resources with increasing independence and confidence and are encouraged to express their needs, likes and dislikes. They interact well with adults and each other, playing on their own and cooperatively in pairs and small groups. They develop good levels of concentration and some persist at activities for extended periods of time. They have daily opportunities to develop their early writing skills and they have access to a good range of mark making equipment. Books are made available throughout the session and children enjoy sitting quietly to read books, both on their own and sharing with friends. There are regular opportunities for children to further develop their thinking and communication skills successfully. For example, a large interactive whiteboard encourages children to think about recycling materials.

Children are increasingly confident in the use of numbers and some are able to count to ten and beyond. Awareness of space and shape develops well as they match their picture card to a shape and do jigsaw puzzles. They are able to use small tools competently, using scissors to cut paper and glue sticks to secure collage pieces. They are able to explore and experiment through a range of activities. Children enjoy pouring water along guttering to wash spiders down and splashing in puddles on a rainy day.

Hand-eye coordination is well promoted as children learn to use pencils, glue sticks and paint brushes with increasing control. Children express their ideas freely through a good range of activities such as role play, painting, collage and movement. The theme of 'Safari' builds on children's interest in animals and they create stories with animals in the sand pit and the builder's tray. Role play is developed as children are busy in the fast food shop or play with puppets. They use their senses well whilst using a variety of equipment and enjoy exploring sound and rhythm. Children can sing many simple songs from memory and they participate actively at singing time. They enjoy the storytelling sessions and become actively involved in the story.

Teaching is encouraging and challenging for children. Staff demonstrate a secure knowledge of the Foundation Stage. They provide a purposeful learning environment for the children to learn and develop as individuals. Staff are enthusiastic and committed to providing a rich learning environment for the children. Children are encouraged to play an active part in the setting, for example, selecting resources for their play and tidying away after. Staff respond to children's interests and plan single activities or nursery topics around children's current development and interests. Children show careful thought as they make independent choices and select their own activities throughout the day.

Staff work directly with the children. They show a good understanding of the individual development needs of the children, helping them to focus on activities. Children throughout the setting are motivated and become occupied in a wide range of developmentally appropriate activities, indoors and outdoors. Staff use good consolidation techniques through repetition, questions and activities to support the children's learning as they play.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met because the staff take time to get to know each child and their family and respond appropriately to individual needs. Children with English as an additional language are helped to settle into the provision as staff learn and use some key words from their home language. Children learn to respect each other and begin to learn about their differences. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff have realistic and consistent expectations of children's behaviour and provide positive role models. The stimulating play opportunities ensure that children are engaged in purposeful, satisfying play experiences and their behaviour is good. Children gain a good level of self-control. They express their needs appropriately, learn to negotiate conflict and become sensitive and respectful in their interactions with others.

The partnership with parents and carers is good. Parents receive clear information about the setting and the education offered before the children attend and throughout their time at the setting. There are opportunities to exchange information every day and staff welcome contact from parents and carers. Children's records are available for parents to view and the inclusion of photographs brings the staff's observations of the children to life. The setting welcomes feedback from parents regarding the care and education it provides as it continues to develop its practice. Parents are asked to support their children in their learning at home through related discussions. Children are also able to take books home weekly which further encourages parental involvement. Developmental reports are available at the end of the school year. Currently there are few planned opportunities offered which engage parents in the initial and ongoing assessments of their children

Organisation

The organisation is good.

Children are fully occupied with ample play opportunities during their time in the setting. The staff have thought carefully about the organisation of the children and the layout of the nursery. As a result, children benefit from their increasing integration into the school nursery. The largely open plan layout enables children attending the school nursery and the Rainbow sessions to play together for much of the day. A separate room is also used for settling children at the start and end of the session.

All required documentation to support children's welfare is in place. An annual appraisal system is in place which promotes the ongoing development of the staff and the provision. Staff are familiar with the policies and procedures, which are largely in line with the school's policies, thus ensuring consistency with all staff within the early years provision.

The quality of leadership and management is good. The manager leads with enthusiasm, has a clear vision for the provision, aiming to provide a first class service which meets the needs of

all the children who attend. The room leader regularly takes time to observe children and staff and reflects on how the nursery might be improved for children and staff. The staff team have clear understanding of their responsibilities. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

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 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.

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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):

- ensure assessments are consistently recorded to further assist the planning of activities (also applies to Nursery Education)

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):

- extend opportunities for parents to be involved in the children's learning journey

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