

Snapdragons at Corsham Primary School (Broadwood)

Inspection report for early years provision

Unique Reference Number	EY361923
Inspection date	26 June 2008
Inspector	Beverley Blackburn
Setting Address	Corsham Primary School, Broadwood Avenue, Corsham, Wiltshire, SN13 0LX
Telephone number	01249 714060
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Registered person	Snapdragons Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Snapdragons operates from a room within Corsham Primary School, Broadwood. It serves the local area. The setting provides full day care and out of school care for children aged from three to eight years. A maximum of 24 children aged from three to under eight years may attend at any one time. The group opens five days a week all year round from 08.00 to 18:00. The setting employs two members of staff, who hold appropriate early years qualifications.

There are currently nine children on roll of whom six are funded children. The setting also cares for children with learning difficulties and/or physical disabilities and supports children who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in bright, clean and well maintained premises. The staff raise the children's awareness of good hygiene practices and healthy living by teaching them the importance of good personal hygiene.

Children benefit from the staff's awareness of their individual health and dietary needs and by keeping relevant records pertaining to their needs. Children are provided with healthy snacks such as fruits and vegetables and fresh drinking water is always available, however, during energetic outside play activities, water is not easily available to the children. Parents provide suitably healthy packed lunches for their children; the school also provides lunches for those who wish to have it.

All staff hold an appropriate first aid qualification. Accidents are appropriately recorded and signed by parents. All the required documentation is in place.

There are good opportunities for children to enjoy a good range of physical activities such as ball games, catching, football, or running through the maze. They have access to a spacious outside play area and also the opportunity to use the school hall and enjoy other physical activities such as balancing on beams and music and movement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children develop their independence as they move freely and safely around the rooms because activities are set out appropriately and organised effectively. The children have access to the school hall when it is available and the spacious outdoor play area. Children are cared for in a welcoming and secure environment. Any risks to children are minimised because they are always supervised and staff use risk assessments regularly in order to reduce any potential hazards. Children are helped to understand about keeping themselves safe indoors and outdoors; they are encouraged to help tidy up at the end of each session and to stay within sight and hearing of the staff when play outside.

The wide range of resources are of good quality, in good condition and suitable to meet children's learning needs. Resources and equipment are stored effectively to allow children to confidently access them freely and safely.

Staff understand their responsibilities for protecting children's welfare. There are clear procedures in place, resulting in staff having a sound understanding and knowledge about what to do in the event of having a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children learn through a wide range of well planned activities. They are given opportunities to explore and investigate, for example, sand and water, mixing in different colours and learning about textures, using their imagination, by making a dyke and dam with the sand and water. Children enjoy playing together harmoniously as they take turns playing in the home corner.

They make independent choices in regards to the activities and resources they wish to explore and show interest and enjoyment in their play.

Children have a good relationship with the staff members and they interact well. Children are able to speak confidently to adults and most are able to respond appropriately when questioned. The staff have a good knowledge of child development which enables the children to develop their personal, social and emotional development.

Children attending the after school club have the opportunity to take part in various well planned activities. They are well occupied with interesting and stimulating activities. The children are confident and self-assured. They interact well with both adults and their peer group and are able to play co-operatively together.

Nursery Education

The quality of teaching and learning is good. The children are making good progress in relation to the stepping stones towards the learning goals in the six areas of learning. They are supported by experienced staff with confidence and a good knowledge of the early years curriculum. They have a clear understanding of what the children are intended to learn from the activities. This is demonstrated in the well organised activities available to the children. The planning is done by the early years teacher and staff adapt it to suit the needs and abilities of the children. This gives the staff flexibility to be spontaneous and the activities child led. The planning covers all areas of learning.

Staff know the children well and have a good relationship with them. They work well together as a team, and are deployed so that they can effectively support the children's learning. There is a good system in place for recording written observations on each child.

Children show good interest in the activities provided. Most are able to focus and concentrate for a good period of time on activities of their choosing. Children show confidence in selecting and carrying out activities, for example, painting by using different tools or selecting a book for story time. However, access to ICT resources (Information, Communication and Technology) is limited.

Children make constructive and harmonious relationships with their peers; they play co-operatively together and are learning to take turns and share.

Children are able to listen to stories, with enjoyment. Children are given the opportunity to talk and exchange ideas, for example, a child was able to talk about his dream. Staff help children to extend their knowledge by looking through books to find out about rockets or where the food goes in the body. Children are helped to recognise their names, by the clearly labelled pegs. Most children are confident in initiating conversation with each other, the staff and other adults.

Children are encouraged to count through number songs, stories and numbers displayed around the rooms. The more able children are able to count more reliably and recognise numbers '0-9'; this is encouraged through daily routines and activities. Some are able to count further and are encouraged to do so. Shape and patterns are introduced into the children's learning through activities, such as cutting out shapes and making a circle, at circle time or sorting teddies. Children are helped effectively to learn and understand the concept of numbers.

Children show awareness of themselves and others when moving indoors and outdoors. They enjoy outdoor play, are able to confidently run, climb and kick a ball or balance on a beam and use large and small equipment and negotiate the space around others well. Children use a variety of textures and show interest in what they see and feel. They are able to use their imagination and express themselves as they enjoy their play in the home corner. The children are receiving good opportunities to learn through play.

Helping children make a positive contribution

The provision is good.

Support for children who have learning difficulties or disabilities is good. Staff are careful to find out about and record their individual needs working closely with parents. They encourage the children to join in and participate with the others and adapt activities accordingly so that all children are included in the life of the setting. Staff promote equality of opportunity effectively. Parents are informed about the setting and all policies and procedures are available to them. Children's individual needs are met because the staff members have an appropriate system in place to get to know their needs, including gaining information from new parents.

Children's spiritual, moral, social and cultural development is fostered. They demonstrate good self care skills, for instance using the toilet facilities independently. They express themselves well through good opportunities to role play.

Children behave well. They know what is expected of them and are aware of the rules and routines of the setting. They benefit from the good role models provided by the staff, who promote an active as well as a calm atmosphere. The children demonstrate good manners, using "please" and "thank you" appropriately and respectfully to adults; they are aware of how to politely intervene during a conversation. Children are praised for their good behaviour with the reward of a sticker, which the children enjoy receiving.

Partnership with parents and carers is good. Parents are welcomed into the nursery and feel confident about approaching staff. They are happy with the nursery and feel that they are well informed. Staff regularly liaise with them through daily feedback. The staff team know each child well and work with the parents to support any particular needs. Good information, such as newsletters, policies and procedures, is accessible to them. Parents have the opportunity to discuss their individual child's progress.

Organisation

The organisation is good.

Children feel at ease in a well organised environment. The setting is bright and welcoming, with displays of the children's work around the room. The space is organised to ensure the resources are easily accessible to the children. This means the children confidently initiate their own play and purposefully occupy their time. Staff are well qualified and committed to ongoing training, to continue to develop their skills.

All the required policies, procedures and documentation are in place to promote the welfare of the children. The children benefit from the setting maintaining a good child to adult ratio. The small staff team work together effectively as a team to provide good care and learning opportunities for the children. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The staff team have a positive approach to providing good quality learning experiences. There is consistent support for the staff team to continue to develop their skills and knowledge through a variety of training. Regular staff appraisals mean staff are able to identify their training needs, which in turn, has a positive impact on the children's 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 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 children have ready access to fresh drinking water at all times, especially after energetic play activities.

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):

- provide opportunities for children to experience and show interest in ICT and to complete simple programmes on the computer in order to support their 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