

# Spoonbill Under 3's

Inspection report for early years provision

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<b>Unique reference number</b>	EY374116
<b>Inspection date</b>	20/10/2008
<b>Inspector</b>	Michelle Ann Parham
<b>Setting address</b>	6 Shackleton Road, GOSPORT, Hampshire, PO13 9SG
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Spoonbills Under Threes is a community group which registered in 2008 and is one of the childcare services operated by the Naval Under Fives organisation. The provision is predominantly open to Tri-service personnel however also accommodates civilian children from the local community. The group is situated on the ground floor of a naval property on a residential housing estate in the Rowner area of Gosport in Hampshire. There is a fully enclosed rear garden area available for outside play. The nursery is registered to provide care for a maximum of 10 children at any one time on the Early Years Register. There are currently 23 children on roll. Five practitioners are employed to work with children all of which hold relevant childcare qualifications. The group operates Monday to Friday 07:30 to 17:30, for 49 weeks of the year. The group has arrangements in place to support children with learning difficulties/disabilities or who may have English as an additional language. The setting receives support from the local authority early years advisors and development workers.

## **Overall effectiveness of the early years provision**

Children are happy at the setting and build secure relationships with practitioners. Sound procedures in place ensure that their care needs and routines are effectively met however weaknesses in planning and the environment prevent children from being fully interested and challenged. Adults know children well to ensure they are sufficiently supported and included in the life of the setting. Effective systems within the setting and the Naval Under Fives Organisation are in place to support all children and ensure a sense of belonging. Satisfactory measures promote continuous improvement as management undertake some review of work practices, policies and activities, practitioners are also encouraged to attend further training to enhance their professional development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure children's attendance is accurately recorded as soon as they arrive to ensure their safety in the event of an emergency evacuation
- ensure children do not have access to other children's food and drink to prevent cross contamination and contribute to their health and well being
- develop the quality of planning to ensure activities interest children and build on their next steps in learning
- extend opportunities for children to access play resources more freely around the setting and develop the imaginative play area.

## **The leadership and management of the early years provision**

The Naval Under Fives Coordinator and Supervisor of the setting provide clear direction for staff which ensures they are aware of their roles and responsibilities. The Supervisor is an effective mentor and role model who is committed to providing a quality childcare service for children and families. Although some self evaluation occurs this has not yet been fully developed to include all aspects of the setting such as the effectiveness of the learning environment and adult and child-led activities. The setting is currently in the process of completing the formal self evaluation form and recognise that this is a useful tool to regularly review outcomes and build on existing practice.

Children's individual needs are met as practitioners develop good relationships with parents/carers and ensure documentation accurately records children's personal requirements. Parents and children are personally greeted each session which contributes to a welcoming environment. They are fully informed about the setting as practitioner supply a wealth of information in the parent pack, with regular newsletters and on the walls around the setting. Good information is collected in regard to starting points and personal details which contributes to their needs being identified and practitioners getting to know children well. Daily discussion takes place on arrival and collection and parents' views are sought through various means. Staff are flexible to accommodate parents' needs and support the family as a whole with effective systems in place to work with other agencies if required.

Robust recruitment, vetting, induction and systems to monitor ongoing suitability are well established within the Naval Under Fives Organisation which ensures persons working with children are fit to do so. The Supervisor of the setting has good knowledge and understanding of issues that would cause concern and is clear of procedures to take to safeguard children.

## **The quality and standards of the early years provision**

Children benefit from all practitioners' being qualified in early years which ensures they are aware of how children learn and develop. Staff are currently becoming familiar with the Early Years Foundation Stage and have introduced new methods to record progress. However weaknesses have been noted in regard to planning the curriculum as staff do not effectively follow children's interests and build on their next steps in learning. As a result children's interest is not held and they are not sufficiently challenged. The setting does have an appropriate range of play resources. However areas around the premises are not effectively organised to sufficiently allow children to see the range of resources and access them independently. Some areas such as home play are also not set out to be inviting for children's use. Consequently children do not have enough opportunities to fully explore their own choice of play and creativity to promote independence, interest and enjoyment.

Children are cared for in a secure environment where all measures are taken to prevent hazards and to ensure they are safe. They begin to learn about dangers and how to keep themselves safe as they, for example, are encouraged to use the steps to climb up the slide and not to stand on chairs, with an explanation of how they may be hurt. Children are familiar with routines to maintain their good health such

as regular hand washing and happily hold out their hands at snack time for anti-bacterial cleansing. The environment and toys are kept suitably clean with effective measures in place to sterilise equipment for young children. Good systems are in place to be aware of children's specific dietary requirements and allergies however children are not always adequately prevented from accessing others' drinks which compromises their health and well being. All practitioners hold first aid qualifications which ensures they can deal with accidents and ill health effectively and efficiently.

All documentation is in place, kept confidential and generally well maintained. However attendance is not efficiently recorded when children first arrive at the setting which does not ensure children's safety in the event of emergency evacuation.

Children are confident and soon settle on arrival, they particularly enjoy outdoor play eager to explore the rear garden and practise emerging skills such as kicking the football and climbing up the slide. They develop warm and trusting relationships with staff members and benefit from allocated key persons and close links with the preschool adjacent. This is beneficial in regard to some aspects of their continuity of care if support staff are required to cover absences. Behaviour is managed effectively in the setting using positive techniques such as distraction, explanation and time out to sit with a member of staff to think. Children are praised for effort and any small disputes are soon addressed with the minimum of upset.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since 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.