

Suffield Park Infant and Nursery School

Inspection report for early years provision

Unique reference number	EY318118
Inspection date	14/07/2009
Inspector	Susan Cox
Setting address	Suffield Park Infant School, Mill Road, Cromer, Norfolk, NR27 0AD
Telephone number	01263 519325
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Type of setting	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 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

Suffield Park Infant and Nursery School Children's Centre opened in 2006 and operates from a purpose built unit at the school in Cromer, Norfolk. There is a separate room for children under the age of two with children aged two to three joining in with the children in the school nursery class. Children have access to enclosed outdoor play areas. Access is via some stairs with a lift fitted to enable entry for all. It is open each weekday from 08.00 to 18.00 for 48 weeks of the year.

The daycare provision is registered on the Early Years Register. A maximum of 28 children may attend at any one time. There are currently 24 children aged from 11 months to three years of age on roll, some in part-time places. The provision is in receipt of government funding for early education. There are some links with other provisions the children attend.

There are nine members of staff, six of whom hold appropriate early years qualifications and two are currently training. The children's centre provides a range of facilities to support children and their families including the services of a health visitor, speech therapist, outreach worker, young parents group and support for children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff know the children well and often provide sensitive and responsive care. They work effectively with parents and other professionals to make sure children with learning difficulties and/or disabilities are fully included. There are developing links with other provisions the children attend. Staff are mindful of children's safety but some procedures and understanding are not sufficiently developed to ensure children's welfare at all times. A process of self-evaluation has been started to identify strengths and areas for development. Children make appropriate progress with their learning and development.

What steps need to be taken to improve provision further?

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

- ensure staff are organised to meet the individual needs of all children; this particularly refers to the start of the day
- encourage children to take responsibility and to join in by helping with manageable tasks that interest them; this particularly refers to helping serve themselves at meal times and helping tidy up after activities
- involve children in learning which takes them into the local community, such as going to the shops.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 07/09/2009
- put in place a written procedure for dealing with concerns and complaints from parents and keep a written record of the complaints and their outcome (Safeguarding and promoting children's welfare). 07/09/2009

The leadership and management of the early years provision

The staff team is generally well qualified and courses are attended to further develop their skills and working practice. They are often appropriately deployed and provide sensitive care for the children. However, during the early morning, as they are getting organised, there is sometimes a lack of continuity of care and attention for the younger children. Progress has been made with the recommendations from the last inspection which includes improvements to hygiene and ensuring the evacuation procedure is effective. Action has been taken to make sure the premises are secure, risk assessments are regularly conducted and relevant action is taken to minimise risks in the building and outside areas. As a result, children's safety has been improved.

Many staff have a sound understanding of child protection issues and know the action to take if they have concerns about a child. However, not all the staff are clear about how to deal appropriately with a child making a disclosure. Consequently, there is a potential risk of the situation not being dealt with appropriately to ensure children's safety and welfare. Several parents speak with confidence about the service they receive. They state they feel well informed about what their children do, that staff are easy to talk to and that they may contribute to their child's record of learning. A complaints procedure is in place but does not contain the required information about how complaints are dealt with and an appropriate record is not maintained. As a result, parents may not be aware of issues that could have an impact on the care of their children.

Children's development is monitored sensitively and this enables staff to consult with parents and seek advice and support at an early stage if there are any concerns. In addition, effective partnerships with other professionals, from the children's centre and the local authority, ensure that children with learning difficulties and/or disabilities are fully considered and enabled to take part in the full range of activities along with their peers. Children generally cope with the move into school in a relaxed and happy manner as they are very familiar with the premises and staff. Links with other provisions some children attend continue to be developed to make sure children have a balance of care and education between settings.

The quality and standards of the early years provision

Children learn about a healthy lifestyle in several ways. They make choices of cereals at breakfast and have fresh fruit and vegetables as part of their snack. Many enjoy a school lunch and dietary needs are catered for appropriately. Meal times are sociable occasions, but opportunities for children to learn to serve themselves are not exploited. Children often choose to play outside and staff actively support this knowing that some children learn better in the fresh air. They construct obstacle courses using the large blocks, ride wheeled toys and join in skipping games with their friends. Little ones run around freely and those learning to walk are encouraged as staff hold their arms out to them as they toddle towards them for a big cuddle. Children fill watering cans from the water tray to water plants they have grown and then decide they need more water so use the hose pipe to refill the water tray with staff support. Forest school activities encourage children to learn about the living world. They build dens in the woods, consider wildlife and, under close supervision, the older ones learn how to build a fire and toast marshmallows safely. When little ones are tired, they sleep comfortably in a cot or a buggy as agreed with their parents. Staff are currently reviewing the facilities for older children to rest or sleep to make these more welcoming.

Children make satisfactory progress in their learning and development. This is because staff often exploit learning opportunities from children's interests. For example, a collage has been made of pictures of motorbikes working on children's enthusiasm. As they play with a man on a motorbike, they notice he does not have a crash helmet. This leads them to talk about safety and they work out how they can make him a helmet. A section of box is found, they coat it with tape and the problem of how to fit it on is solved as they discover how to use wool to do this. Staff observe the children and use this information to contribute to planning activities to help the children take the next steps in their learning. Children take part in an interesting range of activities on the premises, however, there are no trips off the premises to enable children to find out about or take part in activities in the community.

Children become independent as they learn how to manage their personal hygiene with little ones being given sensitive support as they gain the required skills. They find aprons for messy play, clear away their plate and beaker after a meal, and confidently find resources they wish to use. However, they are not yet familiar with the expectation that they should help tidy up so at times, the room appears untidy causing some activities to lack interest. Most children listen attentively to stories and many join in and talk about the story with the staff. They chatter freely to their friends as they play and all children are enabled to join in as many staff use sign language to help with communications. Children enthusiastically sing songs and play a range of instruments. They explore paint and craft activities freely, and through planned activities, to promote their creative development. Many children show confidence in the use of the computer including pride in their pictures which they print out and show to friends. Children's behaviour is generally good. This is because they are given sensitive support as they learn right from wrong.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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