

Activeplay Nursery

Inspection report for early years provision

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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 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

Activeplay Nursery opened in 2003 and operates from 10 rooms in a converted house. This group is privately owned. It is situated in the Milton Regis, Sittingbourne, Kent. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises are not suitable for wheelchair uses. This provision is registered on the Early Years Register.

There are currently 66 children attending who are within the Early Years Foundation Stage (EYFS). Some children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 16 staff. 15 staff, including the manager, hold appropriate early years qualifications and there is one member of staff working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children play in a secure environment where safety takes priority to ensure their welfare is safeguarded. The nursery successfully supports children to make good progress within the EYFS. Every child is encouraged to access a range of challenging and exciting activities. The provider is continually reviewing policies and procedures and seeks parents' views. Nevertheless, systems to include the information gathered from parents about children's individual capabilities and the procedures to conduct regular fire drills are not yet fully imbedded. The provider has a clear vision and is passionate about implementing changes to improve outcomes for children. Through discussion and consulting her own 'action plan' she identifies areas for future improvements as well as their strengths. The partnership with parents is valued and they are continuing to develop links with other nurseries and pre-schools as well as the local school and other agencies. Children have the benefit of learning about their local area and the world around them.

What steps need to be taken to improve provision further?

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

- improve the system to ensure the information regarding each child's starting point is used in their initial assessment and ensure parents contributions are recognised in order to promote the child's continuous learning and development.
- ensure regular evacuation drills are completed and details recorded.

The leadership and management of the early years provision

Children's comments and questions are listened to at group circle time and staff value their contributions to the discussions. Regular risk assessments are conducted to ensure potential hazards are minimized. For example, the main door is fitted with a device which ensures closure after adults leave the premises. Staff follow emergency evacuation procedures and the fire alarm is tested weekly. However, they have not completed regular evacuation drills and therefore this does not promote some children's understanding of what to do in an emergency. Children are encouraged to acknowledge each other's differences. They play in a truly inclusive environment and all children are valued as individuals. This supports their understanding and encourages a positive attitude towards diversity. Staff successfully support children's welfare and parents provide most of their personal details and information, and all the required written permissions. Parents are given a good range of written information and have access to policies and procedures. Each month a policy is identified for discussion and their comments are valued. Staff have copies of the policies and procedures, and their competent understanding ensures they use them well to safeguard children.

Staff actively encourage parents to view their child's observations and assessment records. However, information gathered about what children can already do and their achievements at home is not always used to promote the child's continuous development and learning. The provider is committed to improving the outcomes for children and uses an 'action plan' system to consider areas for the nursery's continuous future improvement. The staff team work well together and they actively contribute to the plans for activities. Children are cared for by suitable staff because there is a rigorous and robust staff recruitment procedure. Regular appraisals support the staff's professional development through attending relevant courses. The provider and her managers ensure staff receive support and guidance in order to provide a stimulating environment and a well balanced programme of activities. The provider ensures that effective procedures are in place to support children with learning difficulties and/or disabilities.

The quality and standards of the early years provision

Children are encouraged to self select toys from labelled resources'. They have opportunities to choose from a wide range of toys and activities promoting different experiences. Children are developing an understanding about each other's differences as there are many toys and pictures which show children positive images of equality. The 'key person' is responsible for identifying each child's stages of development. Staff have discussions with parents about the child's developmental stages and their likes and dislikes. However, the 'Getting to know your child' form is not always completed for all children. Therefore, this valuable information is not always included to fully contribute to the child's initial assessment. In addition, the key person does not always ensure that what a child achieves at home is recognised or used in their next stage of development. Children have good opportunities to access a range of activities which encourages their future economic well-being, such as selecting books to 'read' to each other

and learning the group rules. These rules are devised by older children, but there are no pictures to accompany the words to help them develop self help skills. Effective behaviour management strategies help children manage their own behaviour. For example, taking turns and sharing toys.

Activity plans include the early learning goals and staff make good use of unplanned situations through the use of problem solving or by extend mathematical language. As a result, children's vocabulary is considered and extended. Children access a broad range of information and communication technology. They demonstrate good mouse and keyboard control skills when playing games on the computer. They confidently make decisions about the activities they wish to pursue, such as dressing up as 'super heroes'. Staff promote children's welfare, although drinking water in the rooms is not always accessible throughout the day and some older children are not familiar with fire drill procedures. Children's independence is encouraged. For example, they pour their own drinks at snack time. A menu promoting healthy options is displayed and older children are developing an understanding of what is good to eat. Older children take themselves to the toilet and understand the importance of washing their hands. There are effective systems to maintain the required records on medication and accidents.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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

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

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 the last inspection.

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.