

# Sounds Active @ Sound & District Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	EY389593
<b>Inspection date</b>	02/07/2009
<b>Inspector</b>	Sylvia Cornock
<b>Setting address</b>	Sound & District Primary School, Whitchurch Road, Sound, NANTWICH, Cheshire, CW5 8AE
<b>Telephone number</b>	07962476863
<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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sounds Active is jointly owned and run by two private providers. It was registered with the current providers in 2009. The nursery and out of school group operate from a single room mobile building in the grounds of Sound and District Primary School, Nantwich. There is a secure outside play area.

The setting is registered for a maximum of 24 children in the early years age group. The setting is open Monday to Friday, 08.00 to 18.00, term time only. There are currently 40 children on roll within the Early Years Register and 26 children within the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities. There are no children currently attending who speak English as an additional language.

Five members of staff work with the children, of whom four hold appropriate early years level 3 qualifications and one member of staff is currently undertaking a National Vocational Qualification to level 3.

The setting receives support from the local authority early years advisory team.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress within the Early Years Foundation Stage (EYFS), and observation and assessment systems ensure they are developing well through good key person systems. Management identify clear goals and demonstrate a strong commitment towards achieving continual improvement. Self-evaluation systems are completed and areas of improvement recorded and developed. The management recognises that the system for registering children's attendance within the nursery to be compatible with the out of school club, and continuing with the plans for developing the outside play space are areas for development, in order to bring about further improvement. Partnerships between the staff, parents and carers and other agencies create an inclusive environment where children are fully safeguarded and their welfare requirements are well met.

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

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

- ensure the registration system for arrival and departure for children is consistent within the nursery and out of school
- continue with the plans for developing the outside play area.

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

The quality of leadership and management is good. Children's care is significantly enhanced by the quality of organisation and the good leadership and management of the setting. The commitment and overall ethos of the setting promotes an inclusive environment in which every child matters. Regular staff meetings and very good staff training effectively contribute towards the professional development of the staff. There are good staffing levels in place, which contributes significantly to children's care and development.

Staff ensure that the learning environment and resources are available to all children, and strive to provide an inclusive and welcoming service. Staff are well qualified and experienced and annual appraisal systems are in place to support staff and identify future training needs. The whole staff team is involved in the setting's monitoring and self-evaluation process, and they work effectively as a team because they feel valued and involved within the setting.

Children's welfare is given a high priority because staff have a good understanding and awareness of the procedures to be followed regarding child protection. Staff are very clear about their role within this area and there is an identified member of staff with responsibility for child protection issues. Children are safe at all times as a result of comprehensive risk assessments for the premises and any outings undertaken. However, the recording of children's attendance is not compatible for the nursery and the out of school sessions. The setting has detailed written policies and procedures which are accessible to staff, parents and carers at all times. Staff very clearly understand their responsibility in maintaining a safe environment for all children. They undertake evacuation practise and remind children of how to stay safe as they access the school playground for physical activities.

Good procedures for recruitment, employment and induction are in place to protect children. Required policies and procedures are available and reviewed on a regular basis to ensure that they are effective and inclusive for children and their families. Parents value the friendly, informal relationships they share with staff and feel involved and included in the setting. Regular verbal exchanges of information ensure that parents are kept informed about their child's achievements and progress. Parents comment on the excellent care and educational activities that the staff provide to support their children's learning. Staff have excellent links with the school, promoting the integration of education and any extended services.

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

Children are cared for in a welcoming, secure indoor and outdoor environment. They are eager to attend and enjoy their time in the vibrant and safe setting. Children are cared for in a well planned and organised environment which is conducive to their good learning and development. The playroom is well set out and prepared prior to the children's arrival, offering them access to excellent activities and opportunities which are supported by an extensive range of resources and equipment. A parents noticeboard with detailed information,

colourful posters and children's work displayed creates a welcoming atmosphere. Children benefit from the space indoors, which is arranged effectively to provide them with good levels of challenge appropriate to their age and stage of development.

Children have free access to the range of toys and equipment on a daily basis, which is continually built upon. This wide range of resources supports a very good programme of themes and activities. Equipment is of a good standard and checked regularly for safety and hygiene, ensuring children are safe at all times. Children are independent as they make choices and self select toys and equipment from those on offer. They initiate their own play and use imagination well as they climb in and out of the canoe in the outside area or become a travel agent. They engage in musical activities using a variety of instruments including some from other countries. They build an obstacle course using various walking beams, step blocks, hoops and bean bags and proceed to use their climbing and balancing skills well. They are able to access a variety of writing materials to extend their small physical skills as they draw and write letters and words.

Children's language is promoted well as they talk at circle time about how we keep ourselves safe in the very hot sunshine, they explain we need sun-cream and hats and to drink lots of water. Children freely enjoy looking at books both indoors and outdoors as they sit in the shade sharing them with their friends. They have fun going on walks into the community and to other places of interest. Children select resources which support their understanding of other cultures and disabilities. They show an interest in problem solving and are able to use their counting skills in everyday situations, such as counting the ribbons on the wall.

Children's health and welfare requirements are met very well. They enjoy healthy snacks during the day and have constant access to drinks. They have daily opportunities to use their physical skills through the use of the outdoor play area. Good hygiene routines are encouraged and any sickness or injuries are managed well. Appropriate praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. All children are included in all games and activities and each individual is made to feel special and their qualities encouraged. Space and easy access to safe and suitable toys and equipment enable children to choose what they want to play with and enjoy freedom of movement around the playroom and the outside play area.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met