

# Springles

Inspection report for early years provision

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<b>Unique reference number</b>	EY256535
<b>Inspection date</b>	06/08/2009
<b>Inspector</b>	Linda Margaret Nicholls

<b>Setting address</b>	Axstane House, Hever Road, West Kingsdown, Sevenoaks, Kent, TN15 6HD
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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

Springles was registered in 2003. It is privately owned and managed. The provision is registered on the Early Years Register. Registration is for a maximum of 57 children at any one time of whom 57 may be in the early years age group. Registration does not include overnight care. The provision operates from five rooms in a single storey building in West Kingsdown, Kent. The nursery is open each weekday from 07.00 to 19.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from seven months to under five years on roll. The nursery can support children with learning difficulties and/or physical disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. All the staff, including the two directors hold appropriate early years qualifications. The nursery manager has achieved Early Years Professional Status and the deputy manager is working towards a Foundation Degree in Early Years. The provision receives support and training from local authority early years advisors.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's welfare and learning is promoted well so they make good progress. Boys and girls are respected as individuals and enjoy learning about their community and the world around them. The nursery provides an inclusive service and parents receive detailed and effective information through a variety of methods so that they are aware of current expectations and are involved in their children's learning. A self-evaluation process has been initiated and priorities for continuous improvement are identified resulting in a provision that is acutely responsive to the needs of all its users.

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

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

- consider regular checks of room temperatures, including the central atrium, so that the comfort of the children and staff is maintained.

## The leadership and management of the early years provision

Experienced, proactive leadership manages an effective and thorough self-evaluation process that builds on established quality management systems. Records, policies and procedures are analysed and professionally presented to ensure the needs of all children are met. Senior staff and directors ensure all adults working with children are safe to do so. Resources, including staff, are well deployed with close consideration of general age groups and individual needs.

Staff are encouraged to upgrade their professional training which results in adults that are aware of current expectations and are enthusiastic in their application of the Early Years Foundation Stage framework. Parents are informed of the professional roles and individual qualifications of members of the staff team.

Thorough and regular risk assessments are in place which reflect an effective and detailed induction for staff to ensure that risks are minimised. The temperature in the atrium and in individual rooms is not monitored. Some children appear flushed. An effective evacuation procedure is displayed for each room and these are practised regularly, which means children know what is expected from them in an emergency. Regular fortnightly team meetings and quality checks monitor and identify group targets, ranging from the designing and refurbishment of the outside play area to the regular cleaning of equipment. Improvements since the last inspection include the encouragement of children to use mathematics in their play and informing parents of the effective complaints process.

Resources and planned activities are developed throughout the nursery so that boys and girls learn about their community and the wider world. Inclusive practice is promoted well with photographic displays in each room as well as resources, such as dressing up items and small world toys, colouring and craft activities. The nursery provides positive images of physical differences and disabilities which have a beneficial impact for all children attending. A variety of very effective links with parents, carers, external support services and other provisions provides a secure framework to the weaving together of care and education for children. Information about the Early Years Foundation Stage is displayed so parents are informed of general learning expectations.

Children are safeguarded by well trained, professional staff who know what to do should they have concerns for a child in their care. There is an established child protection procedure to liaise with the Local Safeguarding Children Board. Senior managers have received recent training. Parents are well informed and contact numbers are displayed for information.

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

Children are happily engaged in their choice of play and learning throughout their stay at the nursery. Members of staff interact positively with children, chatting with them and supporting their chosen activities. Staff routinely evaluate activities, make clear observations and plan effectively to support individual next steps to learning. Learning outcomes are identified so that parents are clearly informed of what their children know and can do. Resources are easily identifiable and accessible. Staff are well deployed allowing children to play independently or to engage in adult-led activities, such as a traffic light game in the garden.

Children engage members of staff with confidence, asking them to join their play. They grow to be confident communicators as they operate the computer mouse and challenge each other to solve the activity on the screen. They volunteer to water the flowers in the garden and queue patiently at the sink with brightly coloured watering cans. Several children volunteer to clean the plastic animals.

They know to put on aprons and chat to each other as they rinse the bubbles from the toys and stack them on the draining board. Children know their work is valued. Staff praise them appropriately for their work or helpful attitude. Colourful examples of children's craft work and photographs of their activities decorate the corridors and each room. Children learn at their own pace, show they are interested and are proud of what they do. They swing a lace threaded with large beads and sing the Spiderman theme tune to themselves. Children develop confidence with number through activities, such as singing rhymes, recognising the date or as they count the flowers, and they know the name of shapes, such as the diamond-shaped play dough cutters.

Children are stimulated and engaged making secure progress because adults are caring and responsive. Babies are provided with close care and attention from staff who demonstrate they know the children well. Children happily engage each other on the large play equipment outside. They are active and healthy because planned free-flow outside play is encouraged. Music and movement, songs and rhymes, encourage children to recognise pattern and sounds as they develop language skills.

Adults respect children's differing backgrounds and work effectively with parents building good relationships with the children to meet their individual learning needs appropriately. Children with English as an additional language are supported well. Staff learn basic words in an individual's home language to encourage children and families to respect the variety of communication. Activities are planned throughout the year to reflect diversity and to challenge stereotypes.

Staff interact very well with the children, they are good role models, giving clear explanations as to their expectations, such as helping children learn to share resources, take turns and speak politely. Consequently, children learn to behave well. Children learn to be kind to one another and to respect each other's differences. Their social skills are reinforced as they sit together to eat snacks or lunch. They take turns to talk, listen to each other or chat to members of staff that sit with them. Members of staff liaise closely with parents to meet children's individual dietary requirements. They promote children's confidence and independence encouraging them to use cutlery or try different foods. Children acquire effective strategies to keep themselves safe, such as picking up play resources or pushchairs under tables so that others do not stumble or trip.

## 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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