

Boomerang Kids

Inspection report for early years provision

Unique reference number EY298720
Inspection date 10/12/2009
Inspector Chris Mackinnon

Setting address Saltdean Barn, Saltdean Oval Park, Arundel Drive West,
Saltdean, Brighton, East Sussex, BN2 8SJ
Telephone number 01273 390900
Email boomerangkids@ntlworld.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Boomerang Kids opened in 2005 and operates within a converted barn and annexe, in Saltdean Oval Park, Brighton and Hove. Children have a range of play areas, in the original barn and on two floors in the new annexe. There is also a secure outdoor play area and garden available. The setting is open five days a week, all year and is open from 08:00 to 6:00pm. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 81 children may attend, aged from two years up to 11 years. Children also attend for after school and holiday care. The setting currently has 109 children on roll, with 71 in the early years age group. The setting supports children with special educational needs and/or disabilities, and children with English as an additional language. The setting has a staff team of 20 and almost all have level 3 or 4 childcare qualifications. One staff member has completed Early Years Professional Status and two staff members are currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a dedicated and well qualified staff team, who demonstrate a highly effective knowledge of individual children's care and welfare needs. The nursery provides an excellent range of planned activities, and a highly stimulating play environment that offers many challenges and experiences for children. The organisation of the setting's learning programme is exemplary, and children over a wide age range make excellent progress. Staff are confident and skilled teachers, and children's achievement is thoroughly monitored and recorded. Full and effective use is made of self-evaluation to promote improvement, and the setting is strongly committed to providing quality childcare, and maintaining consistently high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for children to access computers as part of their learning

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is highly organised, with a confident and well trained staff team. The manager and deputy are supernumerary and are therefore on hand to provide support and guidance to staff whenever required. The senior staff maintain a highly effective programme of training, and staff appraisals are also conducted to ensure staff are consistently deployed and

effective in their early years practice. The setting has successfully adopted mixed age group working, which enables children to learn through contact with a more varied peer group. Children also avoid transiting from one age range to another, and stay longer in their set group, which aids their learning development. The setting's approach to safeguarding is well developed and highly consistent. All the play and learning areas are secure and the setting is safely organised to ensure children are kept from harm. Staff have a clear awareness of their responsibilities, and have completed appropriate child protection training. The setting also has a range of well produced policy documents and procedures in place, to guide staff in their safeguarding practice.

The setting has many outstanding features and most notable is the provision of a highly organised and well planned programme of learning. Another significant and outstanding feature, is the successful presentation of a stimulating and highly productive play and learning environment, suitable for all the ages of children attending. The setting's organisation of key person working, is also a significant feature in the quality of the setting's leadership and management. Staff demonstrate an excellent capability to focus on individual children's needs, and make close links with parents. Each key-person is also supported by a partner worker, who shares the role and provides continued care for individual children.

A strong aspect of the setting is the provision of a wide range of attractive and engaging play and learning resources. Many stimulating play items are effectively presented to support the interests and learning of all ages of children attending. One particularly strong and consistent feature of the setting's learning environment is the successful and widespread support provided for child-led play and learning. Another key strength is the easy access provided to outdoor play and learning in the setting's well planned outdoor play areas and gardens. A significant feature of the setting, and one that contributes to its outstanding quality, is the provision of a well prepared baby care section. Here the youngest children can feel secure and supported and able to explore a well planned environment. This area also offers opportunities for children to explore sensory and tactile play, with black and white colour themed elements featured, to encourage visual stimulation.

The setting staff successfully support inclusive practice, and have a good awareness of the need to promote equality and diversity. Children are effectively provided with activities and play projects to help them learn about languages and countries around the world. A strong awareness of people's differences is also effectively promoted within the play programme. Children particularly enjoy dance and music sessions from a range of other cultures. The setting also has a wide selection of diversity based play resources, and visual displays.

The setting has a recognisable strength in its use of self-evaluation. The manager and staff team work closely to review the planned activities and maintain a challenging and supportive learning environment. The staff have also successfully produced a clear and detailed self-evaluation document, that examines all aspects of the provision, and identifies areas for development. Through regular staff meetings and consistent appraisal and assessment, staff are able to ensure the setting's own development plans are effectively implemented. This demonstrates a high level of staff confidence and a strong commitment to continuous

improvement.

Working in partnership with parents and other carers is well considered, and given strong priority within the setting. Staff have a clear understanding of their roles in overseeing individual children's progress, and ensuring parents and carers are included. A clear benefit for children and parents is the high quality of the information provided on each children's progress and development. Parents are also encouraged to share information from home to support their children's interests and learning activities. Parents become effectively involved in their children's learning, and in all the play areas, parents are provided with organised and consistent support.

The quality and standards of the early years provision and outcomes for children

The setting provides a highly organised programme of activities that effectively supports children's enjoying and achieving. Children access a range of well prepared play and learning areas and for each age group section, a well structured play and learning plan is provided. An important strength in the setting's planning is the focus and support provided for children's independent learning, which effectively follows the Early Years Foundation Stage principles. Also well included in the planning, are opportunities for children to experience outdoor play and learning whenever possible. Care is taken by staff to ensure that children's individual learning progress is encouraged. Staff gather information from parents on children's interests and home events, which are used to inform the planning of their activities. Staff also use the information they have recorded on individual children, to plan specific activities to encourage development across all the six areas of learning. The planning also takes note of how the play environment can effect learning, and much good care is taken over the preparation of resources and play materials, particularly in support for children's creative development. For example, children have many opportunities to be inventive with role play and with a wide range of media, assembly and art-craft materials.

Within all of the setting's play areas and across the age range, staff demonstrate a high degree of confidence and expertise with developing and extending children's learning. An outstanding aspect of the setting's provision, is the confidence and skill shown by staff in their teaching and use of questioning techniques. During their many interactions with the children, staff demonstrate a highly developed awareness of the six areas of learning, and are able to help children to move easily from one learning area to another. A highly organised feature of the setting's learning programme, is the consistent use of observation and assessment to maintain children's progress. All staff take care to note children's achievements, and children's key persons record children's developments and learning on a daily basis. At frequent intervals, fuller written assessments are made of individual children's progress, which are carefully matched to the early learning goals. Staff also use the written information they gather to help children take their next steps in learning. Staff are good at noting how children respond to the play activities, and effective use is made of photos to record individual children's learning and achievement.

Throughout the setting, children's individual confidence in learning is excellently promoted and encouraged, and this promotes their future skills. Staff work closely with children to explore problem solving and number based activities, for example, children learn about counting and explore hot and cold in the setting's science and discovery area. Staff also successfully encourage and support children's use of words and language. For example, children and staff have frequent listening and talking group sessions, and many mark making opportunities are provided. Children are also encouraged to develop many practical skills and use a wide range of tools and materials, that helps to support their learning. One area of development is noted with the setting, which is to consider the further development of children's access to computers, to widen their learning experiences.

The setting provides highly organised and effective support for children's safety. Security within the setting is well maintained, and staff follow clear procedures to ensure children play together safely and avoid harm. A clearly established range of safety measures are in place and the setting has well organised and detailed risk assessments, that are regularly reviewed. As a recently developed site, with a newly built annexe, the setting has a particularly well prepared health and safety policy to inform the actions of staff. Children also effectively learn about safety, and take part in their own risk assessments, on how to use the stairs and low level handrails. Children's behaviour is consistently and carefully managed throughout the setting. Staff successfully encouraged children to share and friendly to others. For example, at snack times, children learn to be helpful and take their turn. Support for children's personal and social development is particularly well considered and included in the planned learning. This is especially evident during the many group games and activities, where staff take care to ensure children's social awareness is successfully encouraged.

Staff take a close interest in promoting children's health and development, and a notable strength within the setting is the promotion of children's awareness of healthy eating. Children also learn about different foods and have food tasting activities. The setting has an on-site vegetable garden, and children benefit greatly, from the all learning aspects of preparing and eating food they have grown. Children's physical development also plays an important part in the learning programme and, children are encouraged to make good use of floor space, to be expressive with dance and movement activities. Children have many opportunities for physical activities, and to extend their knowledge of the world. Particularly during frequent outdoor play. For example, children invent journeys and pretend to be animals during their role play games. Staff and children also talk about the weather and the changing seasons. Between the barn and annexe, children can move easily between the indoors and outdoors, providing excellent opportunities for free-flow play and the continuation of games and activities. A particularly notable feature of the setting's outdoor provision, is the planned Bear Hunt garden. Here children can follow the story round the paths, through the rocks and bushes, and have much fun playing and exploring.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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 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