

Skylarks

Inspection report for early years provision

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EY394854

Inspection date

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Inspector

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Setting address

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Type of setting

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).

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.

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Description of the setting

Skylarks originally opened in 1999 and has been under its current registration since 2009. It operates from Valley Nursery School, Blakenall Heath, Walsall. All children share access to an enclosed outdoor play area.

A maximum of 48 children between two and eight years of age may attend the setting at any one time. There are currently 42 children on roll all of whom are in the early years age range. Skylarks is open each weekday throughout the year from 8.00am to 6.00pm with the exception of bank holidays. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children attend for a variety of sessions and come from the local and surrounding area.

The setting employs eight staff to work directly with the children. Seven staff members hold an appropriate Level three qualification and one has a Level two early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm and welcoming environment and children enjoy their time at the setting. Children's overall learning and development is well promoted. They enjoy good quality play and learning experiences. The environment promotes children's welfare effectively and the required documentation is in place.

Information is consistently exchanged with parents and staff liaise appropriately with others involved in children's care. There are systems in place to evaluate the provision, however, areas of strength and for continuous improvement are not yet fully identified.

What steps need to be taken to improve provision further?

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

- ensure children have access to fresh drinking water.
- develop further self evaluation to identify the strengths and weakness of the setting

The effectiveness of leadership and management of the early years provision

Children are appropriately protected from harm. Staff have a good knowledge and understanding of their legal duties and responsibilities with regard to child protection issues. Staff regularly exchange information with parents and use the details they share to assist them in safeguarding children. Procedures are in place to ensure that staff working with children are suitable to do so. Risk assessments

for the setting and outings are in place and reviewed on a regular basis these ensure that children play and learn in a safe environment, both inside and outdoors.

Appropriate policies and procedures are in place and made available to parents on the notice board. Staff attend suitable training to update their knowledge and understanding, in order to improve outcomes for children. Resources are deployed effectively as children can choose from the activities set out and from a range of resources that are easily identified and accessible. There is a good range of resources to portray positive images and develop understanding of equality and diversity.

Staff are knowledgeable and experienced at supporting children with special educational needs and/or disabilities. They work appropriately alongside other professionals to support children and their families. Parents and carers have daily access to an adequate range of information about the nursery. Parents express their satisfaction with the nursery and friendly exchanges take place as they drop off and collect their children.

Good partnerships with parents are fostered. Staff ensure that they find out about each child's backgrounds, development and interests so that they can provide consistent care. Parents are kept well informed about their child's progress through verbal feedback and free access to the learning records. Partnerships with other settings delivering the Early Years Foundation Stage to ensure children are provided with consistency in their learning and development are being developed. Self evaluation is in the early stages and has yet to be developed to ensure continuous improvement is maintained.

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

All children are fully included within the setting. Staff ensure children are able to access a good and varied range of activities and achieve this through equipment being easily accessible for the children. Space within the setting is organised with children grouped according to age and ability. Children are able to move freely between activities. The staff regularly make observations of the children and these are then used to inform the planning for the individual child's progression across all areas of their learning.

All children are able to access writing materials and the younger children enjoy exploring the sand and foam which enables them to practise their mark making skills. Children develop an interest in books from a very early age, staff read books and talk about the pictures to the youngest children whilst the older children access a variety of books in the comfy book area. Print and numbers are displayed in all areas of the nursery with most of the equipment labelled. Children's work is displayed which helps build their self-esteem. Children are able to take part in planned art activities but are also able to freely access art materials which enables them to be fully creative. Their technology skills are well promoted, as they all enjoy using the computer with suitable programmes and playing with

programmable toys. Children have opportunities to learn about themselves and others through planned activities and the range of resources available to them which reflect diversity. Adults skilfully and naturally engage with the younger children talking to them as they play and giving them the independence to explore their space while under an ever watchful eye. Older children's independence is encouraged at toileting and dressing for outdoor play. Children are further encouraged in their independence and skills for the future at meal times, for example, by free access to the café style snack area. Children delight at being able to look at what happened to Humpty Dumpty's shell when looking at the difference between the boiled egg and the uncooked egg at circle time. Children enjoy taking part in cooking activities weighing and mixing the ingredients and then being able to take home their cakes.

Children behave well at nursery and staff offer consistent guidance when they need to intervene. Staff promote positive behaviour through the use of praise and encouragement, such as acknowledging kind deeds and responding well to the stop and listen bell. Children wash their hands before meals and after toileting. Staff wear aprons for nappy changing. Children enjoy a social lunch time where they are able to eat their packed lunches that have been suitably stored, ice packs are put in each lunch box on arrival. A light tea and snacks are provided for the children. However, fresh drinking water is not made available throughout the session. Children's awareness of a healthy lifestyle is promoted as they enjoy playing in the extensive outdoor area where they ride their bikes and scooters and practise their climbing and balance skills using the large wooden equipment. Children enjoy the freedom when using the large indoor paddling pool where they are able to bath the dolls and explore using the bubbles and play with various water toys. Their awareness of personal safety is supported through their involvement in the emergency evacuation procedures of the nursery and following the house rules. For example, no running indoors. The children show a strong awareness of feeling safe. They freely and confidently approach the adults that care for them when they need assistance or reassurance.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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