

Froebel Education Centre

Inspection report for early years provision

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Inspector

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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

The setting has been registered since 2009. It is owned and managed by a limited company A B Learning and Education Ltd. The setting follows a Froebelian philosophy, whilst delivering the Early Years Foundation Stage and Key Stage 1 National Curriculum. It operates from its own buildings in Avebury village in Wiltshire. There are three separate rooms used for different age groups of children and a communal meeting area in the centre of the building. In addition there are toilets, cloakroom, office, staff room and kitchens. There is a fully enclosed garden available for outdoor play.

The setting operates as a privately owned independent school for children aged one to seven years. The manager is a qualified teacher and the four other staff have relevant qualifications, and of these one is level four and one is a level six. The setting is registered to care for 40 children under eight years; of these, none may be under one year at any one time. There are currently 26 children on roll and of these 22 are in the early years age group. The setting supports children with special educational needs. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open Monday to Friday from 8.00am to 6.00pm for 48 weeks of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending this setting have a wide range of learning opportunities that make good use of the outdoors as a true extension to the indoor learning environment. These good quality learning opportunities ensure all children make sound progress in their learning and development. The staff team also constantly reflect on their practice to ensure this high standard is maintained.

What steps need to be taken to improve provision further?

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

- ensure children's next steps of learning are consistently recorded to ensure all staff are aware of each child's next steps of learning
- ensure the behaviour management policy includes details of how manage challenging behaviour such as biting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as all staff understand child protection issues and their duty to safeguard the children in their care. Recruitment is robust and staff are fully vetted to ensure they are suitable to work with children. Children are also taught how to keep themselves safe by following simple steps such as stopping,

looking and listening before crossing the road.

Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice. The management team undertakes self evaluation of their practice and effectively use this to form the basis for future development. Great importance is placed on staff training and development. Most staff are qualified to a high level and all have the opportunity to attend refresher training for areas such as child protection. This ensures staff have the most up to date knowledge and this is reflected in their good practice. Parents play an active role in their child's learning. They are all given open access to their child's development records and are encouraged to record children's learning at home to ensure the setting has a full picture of each child. Should any child also attend another early years childcare establishment the setting would make links with them to ensure they offered continuity of care.

Policies are clear and cover all required areas and more. The behaviour policy is clear as to the action to be taken to manage children's behaviour however this has not been extended to include more challenging behaviour such as biting. This results in some staff being unsure as to the approach to use to manage this type of incident.

Children have access to a wide range of resources, the majority of these are made from natural products such as wood. They are all beautifully presented in baskets at child height making them easily accessible for all.

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

Children thoroughly enjoy the time they spend at this setting. They form close relationships with both staff and other children. They are offered a wide range of activities which well support their learning and development. The staff make good use of the outdoor environment and a great deal of the children's learning happens outdoors. Children are encouraged to observe and think critically about the world around them. They notice the changing seasons and reflect on why the birds have left their nests or discuss why strawberries might be growing in November. On a walk to a local dried up river that has begun to flow they consider why this might have happened. The areas of learning are threaded through all they do such as sounding the first letter of the word conker or thinking of descriptive words for the scarecrow pictures they have made. Staff are skilled at encouraging the children to problem solve. When building with blocks the children have to think through how different pieces will fit together and what they can do to make their structures secure. These activities well support their understanding of working together, listening to each others' views and turn taking.

Staff observe the children and make effective use of these observations to plan for the next steps of learning. Each child is assigned a key person and these staff know their key children extremely well. At times they do not keep full written records for each child as they know them well and plan using this knowledge. This

does not however always help if other staff at times have to work with the children as they will not have a full picture of each child. Despite this minor weakness all children are making good progress in their learning and development.

Children with special educational needs have these needs very well met. Staff seamlessly fit developmental activities into the daily planning for all children. Staff recognise that these activities, such as exercises for the tongue to aid clearer speech for children with delayed speech, can be beneficial for children who have no delay in their speech development.

Hygiene standards in all areas are good. Staff encourage children to wash their hands after outside play and before snack and mealtimes. Nappy changing areas are kept clean and staff have a clear understanding of how this type of good practice helps to prevent the spread of infection. Staff in turn ensure that the children understand why they need to wash their hands thus supporting children's developing understanding of good hygiene practices. Children are provided with a balanced diet which includes plenty of fresh fruit and vegetables. The setting employs a cook who has a good understanding of the dietary requirements of active children and how to plan menus which take into consideration children's dietary requirements.

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