

Crocus Early Years 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

Crocus Early Years Centre is part of Bright Horizons Family Solutions Ltd. It is situated on the campus of Great Cornard Technology College, Suffolk. It opened in 2003 and operates from purpose-built, single-storey premises. The buildings provide good access for adults and children who have disabilities. A maximum of 62 children may attend the nursery at any one time and it is open each weekday from 7.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 84 children aged from birth to under five years on roll. This includes 28 children from birth to two years of age, 34 children from two years to under three years and 34 from three years to the end of the Early Years Foundation Stage. A number of children are funded by the Local Authority with others receiving the Early Education Funding Grant. Children come from the local area and surrounding villages. The nursery currently supports a number of children with learning difficulties and/or disabilities and some who speak English as an additional language. There are 17 members of staff. All staff either hold or are working towards an appropriate early years qualifications. The setting is on the Early Years Register and on the voluntary part of the Childcare Register and liaises closely with the Children's Centre that shares the site.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a highly effective setting in which the quality of provision is outstanding for all the children who attend. The standard of care is exemplary. Children are very safe and secure. They enjoy their time in the nursery and make excellent progress in all areas of their learning. Parents and carers are delighted with the provision made for their children. The capacity for the setting to maintain continuous improvement in the future is also outstanding.

What steps need to be taken to improve provision further?

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

- maintain the rigorous use of self-evaluation to identify areas for further development in order to sustain the high current high standard of provision.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. Leaders and staff are passionate about early years education and enthusiastic about everything they do. They are constantly seeking to build on the existing excellent practice. This superb provision is based on a series of clear and very 'user friendly' policies. These policies are readily accessible and understood by all. All staff undertake a thorough induction

programme which ensures that, from the outset, they are well versed in how the setting operates and what is expected of them. The setting also gives significant importance to promoting equality and diversity, which it does very successfully.

Safeguarding arrangements are outstanding. Robust safeguarding procedures fully meet requirements. Checks on the suitability of adults to work with children are complete. Every member of staff is fully versed in the child protection procedures and what do in the event of any emergency. The arrangement of having a nominated key adult allocated to each child works like a dream. It means that parents know exactly who to chat to if they have any concerns or would like information about their children's progress or any of the activities. That said, children, including the babies, relate very well to each and every adult.

Staff are well qualified in all aspects of early years provision and are rightly proud of the job they do. An ethos of excellence permeates from leaders and managers. This means that staff are well motivated, with all subscribing to the mantra of, 'Only the best will do for our children'. The progress of children as they move through the setting is recorded and assessed very thoroughly. Assessment information is used very effectively to identify and plan for the next steps in learning. Each child has a file that records details of their 'learning journey'. These files are readily available for parents and carers to peruse at any time. The children also take great delight in accessing their files and proudly drawing attention to the photographs that record their progress.

Liaison with families is superb. Such events as the 'fathers' day breakfast', 'mothers' day afternoon' and opportunities for grandparents to see the children at work and play are highly valued and very popular. Partnerships with the nearby children's centre, local schools and support agencies are excellent.

The last inspection also judged the setting to be outstanding. The leaders and staff are constantly seeking to evaluate and embrace developments that have the potential to make the provision even better. Excellent arrangements are in place to evaluate each aspect of the provision and the quality of performance of each member of staff. The annual 'quality assurance audit' is a well established aspect of the setting's work. These processes are supported by very effective training opportunities. Everyone is fully committed to the ethos of, 'How can we make things even better for our children?'. The setting's track record of bringing about improvements and continuing to build on the existing very good practice provides a very strong indicator of its exceptional capacity to maintain improvements in the future.

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

The quality of provision for babies and older children is outstanding in every way. This is a setting which operates like one large, caring family. Children, from the moment they start, feel valued and able to thrive. It is because of this that many children make exceptional progress in all aspects of their learning. They quickly become confident learners who enjoy every aspect of the play and work

opportunities planned for them. Behaviour is excellent and all the children, even the youngest, gain in confidence because their every effort and success is celebrated and reinforced. Expectations are high and children respond exceptionally well. Staff consistently build on children's prior learning experiences in the most sensitive and constructive fashion.

The youngest children mature rapidly and older children contribute superbly. The older children are eager to share and explain what they are doing. They play and work together very well, whilst at the same time rapidly gaining the confidence to work independently and sustain their efforts. Their understanding and development in terms of their early knowledge of number, their use of letters and sounds and recognition of frequently used words is outstanding. This is because no opportunity is ever missed to reinforce their learning. Social development is also outstanding. For example, even for the babies and very youngest children meal times are an enjoyable learning experience. This is just part of the wide range of skills which children acquire that set them in good stead for the future.

Because of the consistent approach taken by staff, children of all ages, including the very youngest, gain a rapid understanding of the importance of good hygiene, eating healthily and taking frequent exercise. They respond well to doing all these things. Children are also well versed in how to take care of themselves and to keep safe. Similarly, this is because staff approach these matters in a sensitive and thoughtful way.

Planning covers every area of learning in considerable depth and outcomes are carefully evaluated to ensure that each child's every need is met. The balance between opportunities for children to work independently and those in which they are closely supervised is ideal. Even so, staff are vigilant for even the slightest sign that any child is struggling or unhappy. If any child is falling behind, this is quickly identified or normal service is soon restored. This is partly because the setting ensures that parents and carers are equal partners in their child's development. Again, this applies to all children, including the very youngest babies. Everyone is confident and positive about sharing and responding to any concerns. The setting ensures that excellent resources are readily available to support parents and carers in helping their children to make advances in their learning.

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

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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

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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