

Saplings

Inspection report for early years provision

Unique reference number

EY396647

Inspection date

01/12/2009

Inspector

Christine Slaney

Setting address

Millenium Centre, Biltor Road, Ipplepen, Newton Abbot,
TQ12 5QL

Telephone number

01803812466

Email

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

Saplings was registered in 2009 and is run by the governors of Ipplepen Primary School. It operates from the Millennium Centre in the village of Ipplepen and the group is the sole user of the centre. There is one large room, an office area and associated facilities, as well as a secure outdoor play area. The building is on one level with a ramped entrance and accessible toilets. Children can attend from the term in which they are three-years-old until the end of primary school. The setting is open from 08:00 to 18:00, term time only and offers before and after school service.

The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children aged two to under eight years may attend at any one time. There are currently 42 children on roll, including 29 funded three-year-olds and four-year-olds. The setting supports children with special educational needs and children for whom English is an additional language.

There are four staff working directly with children, working a combination of part and full time hours. The manager and staff are appropriately qualified and the setting is managed by the school governors committee. The setting receives support from the local Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a staff team who are dedicated and have worked hard during a process of change. Policies and procedures are still under development and this does mean that some have yet to be fully embedded into practice. There are some real strengths of the setting, which include working closely with parents and other professionals to ensure children's needs are fully met. This means children's individual needs are known and respected. Furthermore, they are making good progress given their age, ability and starting points. Staff meet regularly and reflect on practice and have correctly identified the need to develop this system further. They have clearly identified the setting's strengths and weaknesses and this ensures the continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- monitor staff to ensure every opportunity is used to extend children's learning
- continue to develop the self evaluation system to maintain standards
- maintain and review the policies and procedures to ensure they are fully embedded in practice. Include children's information like emergency

numbers, religious preference and the uncollected children policy.

The effectiveness of leadership and management of the early years provision

The staff team meet weekly to plan and evaluate their practice and are supported by other professionals, including speech therapists. Staff attend appropriate courses like updating first aid. There is a simple action plan, which details strengths and weaknesses and the setting understands that a more detailed self evaluation process is needed to ensure they maintain good standards. Children are provided with a good range of resources and play equipment. The learning environment is organised well and ensures that children have free access. The daily routine is well planned and is relaxed and flexible to meet children's individual needs and interests.

The setting is professional in its dealing with parents and there is a good relationship. Information is frequently shared with parents who have access to their child's developmental records. A selection of useful information for parents is displayed in the entry area and learning environment, this includes planning sheets with the children's own contributions clearly recorded. Feedback is actively sought through a well positioned suggestions box for parental comments. In addition, parents are very keen to discuss how supportive the setting is regarding any concerns or issues they have about their child. Children's individual needs are met overall. These include allergies and specific dietary requirements. However, children's information forms do not presently include religion or ethnic origin. This means some important information about children's cultural or religious preference is limited. On the other hand, the setting does provide children with opportunities to learn about social and cultural diversity through books and discussion. The setting is committed to ensuring inclusion of all children and work effectively with other professionals. This includes the development of individual education plans which are sensitive and support the needs of all children. Staff are good role models and are calm and relaxed in their approach with children. As a result, children's behaviour is very good and well supported. There is a very positive and important relationship with the local school that effectively supports the children. Information about topics and projects is shared and discussed and used in the planning process.

The policies and procedures are presently being revised and this does mean detail is missing from some paperwork like emergency contact numbers and the uncollected children policy needs further work. However, there are good systems in place, which support and maintain children's safety and security. This includes actual times of arrival and departure. Risk assessments are regularly completed including outside area. Children are encouraged to keep themselves safe which includes tidy up time which is effective. The emergency evacuation procedure is carried out regularly. The setting has good safeguarding children's procedures which are comprehensive and provide detailed and accurate information, in line with the Local Safeguarding Children Board guidelines.

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

Children are happy, relaxed and are at ease with the adults who work with them. Staff and children interact well and children feel secure and settled. This means they mix readily and are confident at sharing their achievements, including with unfamiliar adults. Children's individual learning and development is well supported by key staff that are skilful. Staff have worked hard to ensure the learning environment enables children to make their own decisions about play and develop confidence and independence. This includes a good range of toys which are accessible to children, enabling them to make choices and follow their own interests. For example, children can use the computer to complete simple programs. Staff guide some activities, which include story time and craft time. In addition, children spontaneously share stories with unfamiliar adults like 'the lighthouse keeper' story and thoroughly enjoy retelling the story becoming excited as they recall details like how many baskets are hanging on the line.

Children settle quickly and enjoy playing with their friends. They excitedly play with small construction sets like train tracks and wooden blocks playing with or alongside depending on their age and stage of development. This means they construct with a purpose. Children thoroughly enjoy attending a school production of the nativity play and are clearly very comfortable with the school surroundings. Staff use meaningful situations to encourage children to think about numbers and as a result children enthusiastically count out loud. Critical thinking is actively encouraged as children are asked to think about what the number 11 looks like. Children benefit from regular opportunities to spend time outdoors enjoying fresh air in all weathers. They skilfully manoeuvre ride on toys avoiding each other as they travel along an invisible line. The development of this area is an on-going project.

Key staff have a good understanding of the Early Years Foundation Stage and are successfully using to support children to achieve appropriate outcomes. However some monitoring is needed to ensure consistent teaching methods throughout the whole session. Children are making good progress towards the early learning goals. The staff team use systems to monitor children including regularly observing their play. They assess the children's level of development and then target the next steps in their learning. In addition, observations are then used to plan the setting's curriculum, focusing on children's individual interests and learning styles. Key staff summarise progress to ensure it covers all areas of learning.

Children's health and well-being are promoted well. They know to wash their hands prior to eating and after playing outside. This is helping to prevent the risk of spreading infection. Fresh drinking water is available and children enjoy snack and lunch time. They are well cared for in the event of having an accident because relevant staff hold a first aid qualification. Accidents are recorded in appropriate detail and the records stored suitably to ensure confidentiality.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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
--	-----