

The Larks

Inspection report for early years provision

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EY394827

Inspection date

19/01/2010

Inspector

June Fielden

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*.

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Description of the setting

The Larks at Oxted is situated on the Laverock site of Hazelwood School, Oxted in Surrey. The nursery operates from several buildings, which form part of an early years unit. All children have access to a designated secure outdoor play area and access to other outdoor areas within the grounds of the school. The nursery is open each week day from 7.00 am to 7.00 pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 107 children in the early years age range may attend the setting at any one time. Children aged from three months to four years may attend for a full day or for a variety of sessions. The nursery supports children who speak English as an additional language. Children over three years were not included in the inspection.

The nursery currently employs 16 members of staff, 12 of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of children's individual requirements in order to effectively promote their welfare and learning. Children are cared for in a safe and secure environment where their needs are met by friendly staff. Staff have a strong relationship with parents and a sound understanding of how to liaise appropriately with others involved in children's care. The setting is aware of its strengths and areas for further development. Staff effectively promote diversity and ensure that they offer an inclusive service. Although there is a breach of a specific welfare requirement relating to documentation, this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers is kept (Documentation) 31/01/2010

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

- continue to develop the system for assessing, observing and planning for children, especially with regard to those under two years
- ensure that regular evacuation drills are carried out and that details of any problems encountered and how they were resolved are recorded.

The effectiveness of leadership and management of the early years provision

The designated staff at the nursery understand their legal responsibilities to ensure children's welfare. Their wide range of policies and procedures, including one on safeguarding, are understood by staff and parents. The successful relationship staff have with parents enables them to regularly exchange information with them, to further assist in safeguarding children. Efficient vetting procedures ensure that all staff working with children are suitable to do so. Risk assessments are in place, in order to maintain children's welfare. Although the exact times of children's arrival and departure is not recorded in all rooms in the nursery, children are marked in and out of the setting, and staff are aware of who they are responsible for. As a result, this has negligible affect on children's welfare.

Staff work together as a team, and the manager ensures that information is cascaded to them in an organised manner. The setting places emphasis on ensuring that staff are well qualified. They are provided with effective opportunities to further develop their skills and update their training, to improve outcomes for children. They have their own practitioner's profiles in which they keep details of their training. Several staff are in the process of completing relevant childcare courses, and future staff training is also planned. There is a good selection of quality toys and resources in all rooms throughout the setting, and plenty of low level units where children can self select resources. The setting is committed to recycling. There are boxes for collecting scrap paper, and children build models from waste materials. The nursery promotes children's understanding of individual differences through books, stories and displays. They celebrate festivals from other cultures, and at times staff dress up in appropriate costumes when teaching children about these. The setting includes among its strong points the high levels of care they provide for children, and the manner in which they maintain effective relationships with parents, who give them positive feedback. Aspects of the provision to be developed further have been identified, showing the group's commitment to continuous improvement. The manager feels that since registration a motivated staff team has been developed.

Parents are provided with a broad range of well organised information about the setting and their child, to keep them informed. This includes newsletters and daily diaries, to make them aware of what their child has been doing. Parents may speak to staff at anytime, and regular parents evenings are arranged for them. They have access to their child's development record at any time. Staff take into account the views of both parents and children at the setting. Parents are involved in children's learning by being invited to assist on outings, and staff provide them with ideas for activities they can complete at home with their child. Staff have an appropriate understanding of how to meet the specific requirements of children with special educational needs and disabilities. They are aware of the importance of maintaining contact with other providers involved in children's care, and have a positive attitude towards exchanging information with them.

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

Children are provided with effective activities that cover all areas of learning. Staff make observations of children, which are used in producing their planning. The routines and weekly plans, which take into account children's interests, are on display. Staff assess children and record their progress in each area of learning. Their system of planning is fully established for the two to three-year-olds. Staff in the baby room are continuing to develop and embed the system, and are ensuring that evidence of children's next steps in learning can be more clearly identified. All children make good progress in their learning, and there is an efficient balance of adult led and child initiated activities. Children participate in circle times, when they can show things from home and have an opportunity to speak in front of the whole group, boosting their self-esteem and enabling them to express themselves. Staff teach children colour recognition through everyday activities, such as tidying the toys into different coloured boxes. They sometimes count them with the children as they put them away. Activities that encourage children to compare the size and weight of objects, such as small coloured bears are also made accessible to them. Children play freely with the dressing up clothes, with both boys and girls walking around happily in colourful skirts. The babies enjoy playing in the water tray, attempting to catch the bubbles. They develop their physical skills as they push and pull sturdy toys along the floor and use the interesting selection of sit and ride vehicles.

Children are protected from visitors as there are security doors into the different areas of the nursery, operated by discs which staff need to swipe in order to gain access. Children approach staff confidently to engage them in conversation, showing that they feel safe and relaxed in their presence. Babies are happy to leave the adults to explore their surroundings, returning to them for reassurance and a cuddle when required. The setting has a fire log record in place, and the procedures to follow in the event of an emergency. Although staff have not yet practised their evacuation procedures with children. Children are offered nutritious meals, prepared on the premises by their cook. Water is available to children at all times, to ensure they are not thirsty. Children are provided with healthy options such as fruit for their morning snack. They follow good hygiene routines, including washing their hands before they eat. Staff act as role models and praise and encourage children to promote good behaviour. They also develop children's skills for the future. Computers are available for the older ones to use, and the babies play with electronic toys and programmable resources, building up their skills to ensure that they can use information technology confidently.

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	3
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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