

Saltwood Play and Learning Centre

Inspection report for early years provision

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Inspector Jenny Kane

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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

Saltwood Play and Learning Centre has been registered since 2010. A board of trustees manages it. The provision is readily accessible with good access and disabled facilities. It operates from a self-contained building in the grounds of Saltwood C of E Primary School. Children have access to a secure enclosed outdoor play area and use of the school playground and field.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from 9am to 3pm. There is a breakfast club and after school club which runs alongside the facility using the same building.

A maximum of 25 children may attend the nursery at any one time. There are currently 53 children on roll aged between two and four years. Of these, 33 receive funding for nursery education. Children attend for a variety of sessions and come from the local and surrounding areas. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six staff. All of the staff, including the manager hold appropriate early years qualifications. They receive support from the Local Authority early years advisory team and have close links with the school teaching staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good variety of activities and clear planning helps children's progress towards the early learning goals and to meeting their individual needs. High quality information about children's development and achievements enables parents to work together with staff to support their children's learning at home. This is achieved through clear communication with key workers, contact books and accessing their children's development folders. There is a good commitment to working in partnership with parents and other professionals, which means that children are well prepared for the transition into school. The nursery have a very clear understanding of their strengths and weaknesses, self-evaluation is used to bring about improvement and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the outside area of learning
- develop further the links with the other part of the provision.

The effectiveness of leadership and management of the early years provision

Staff are highly attentive to children's welfare and safety, carrying out daily checks of the equipment and all areas used by children to assess and eliminate risks. Managers and senior staff are very aware of their roles and responsibilities concerning child protection. The written policy is in line with procedures approved by the Local Safeguarding Children Board. The sharing of this with the parents ensures all the adults safeguard and protect the children in their care. In addition, there are robust systems in place for checking staff suitability and for recruitment and training. The nursery has established clear and effective links with the school head and reception class teacher. They have regular liaison with other professionals and other providers, for example, local childminders and other pre-school groups. However, links with staff running the out of school facility are partially established and there is some duplication of record keeping.

Relationships with parents and carers are excellent. Parents are very happy with the service provided. They comment on the friendliness and professionalism of the staff, feel they are included in decision-making and have been well informed about the recent re-location to the new premises. All mandatory records and documents are in place, stored securely and are readily available. Children's records are confidential, shared appropriately with parents and contain relevant and useful information. Staff are very committed to working together with parents and take their views seriously, making positive changes to the provision. Parents and carers receive clear, well-produced, good quality written information about the nursery. They have copies of all policies and written information about their child. Regular newsletters, access to a web site, partaking in questionnaires and regular discussions ensures they are well informed and able to make their views known.

The manager is enthusiastic, has high expectations and a clear vision for the future. She works closely with the head of the school and takes full responsibility for the smooth running of the nursery. Her deputy is confident, experienced and very able to run the setting in her absence. The manager and her deputy work hard to provide useful information in the self-evaluation process. They take into account parents and staff views. Self-evaluation is used to identify strengths and weaknesses and they work together with the staff using the findings to prioritise changes and ongoing improvement. Staff have made several improvements already, for example, reworking the layout of the space to provide children with easier access to the resources and the outside area. Teamwork is very good and the staff group remains unchanged. They have worked together for several years and this provides good continuity of care. Staff demonstrate good cooperation, share tasks and are committed to implementing the policies. All staff are qualified in both childcare and first aid. They have a keen commitment to developing their already good childcare skills. They do this through regular planning meetings, links with the school, team meetings and attending external training courses.

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

Children have a wonderful time in bright, welcoming and well-resourced surroundings. They are quickly developing a sense of belonging in their new environment. Children are confident, happy and secure. This is due to their excellent relationships with staff and their key workers. They show a keen interest in their surroundings, are fully engaged in interesting and challenging activities, make their needs and opinions known and consequently children's behaviour is good.

Children are making very good progress in relation to their starting points because staff have a good knowledge of how to implement the Early Years Foundation Stage framework. Taster sessions and settling in periods help introduce new children to the nursery routine. Parents are involved in the completion of the initial profile document and the sharing of this information about their children enables staff to plan appropriate activities. Staff make observations during activities and note these in children's individual learning journals. They use their findings to identify areas for individual development. The sharing of these folders helps to ensure parents are fully involved in children's care and education.

Children demonstrate high levels of independence, for example, self-selecting toys and deciding what they do. There is a free flow system in operation whereby children can play inside or in the garden. They play and cooperate well with their peers during activities. While in the garden a group of children playing with the water find a piece of drainpipe and by working together find they can make various items move along it by raising one end. They have great fun as they extend this and consequently other children join their activity. Posters, signs and the labelling of the resources helps children identify the written word and numbers. Children have good communication skills, clearly explain their ideas and enjoy listening to stories. There is a good supply and range of books and the children like using the comfortable book area. During one story, one of the characters uses French words. The children discuss that 'Bonjour' means hello and have fun saying this and other words during the story. Children partake in many activities and projects, which help their understanding of diversity and the wider world. Planned activities include celebration of different festivals and children have equal access to the resources, many of which reflect diversity and positive images.

There are good opportunities for physical development inside, in the garden and in the school grounds. Staff have plans to develop the garden to include recycling, growing areas and improving the visual environment. Given the choice, children will play outside and enjoy moving about exploring their environment. One child using the chinks discovers that by putting the paper on the ground they can make marks. Other children see this activity as fun and join in suggesting different things to make marks of, like the tree, the fence and the wall. Staff extend this activity by providing crayons and children have a lovely time finding and comparing their different creations. Staff ensure children's health and dietary needs are well met and are able to cater for all requirements. Children receive nutritious food and choose when they visit the snack bar. They enjoy a healthy snack, which includes

a good choice of fruit. They chat together and with staff about their day and things which have happened at home. Drinking water is readily available at all times. Staff encourage helping to clear away after eating, they discuss which foods are good for them and children remember to wash their hands before eating. These activities and routines contributes to children's understanding of healthy lifestyles.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met