

Shalfleet 'Little Explorers'

Inspection report for early years provision

Unique reference number 119754
Inspection date 15/06/2010
Inspector Fiona Robinson

Setting address Shalfleet C of E Primary School, Station Road, Ningwood,
Newport, Isle of Wight, PO30 4NN

Telephone number 01983 761730

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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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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

Shalfleet 'Little Explorers' opened in 1996. The setting operates from a purpose built unit at Shalfleet Church of England Maintained Primary School, Ningwood, on the Isle of Wight and is organised by a management committee. The out of school provision also uses the school hall and there are enclosed outdoor areas for outside play. There is ramped disability access to the building.

Little Explorers is registered to care for up to 63 children under the age of eight. Of these 33 children may be under the age of five, and no more than six of these may be under the age of one, at any one time. The setting is open all year round from 8.00am until 5.00pm providing before and after school and holiday care, as well as term-time pre-school morning and afternoon sessions or full day care. Currently there are 56 children on roll in the under threes room, the pre-school and out of school club. Of these, 24 are in receipt of government funding for nursery education. The setting has provision for children with special educational needs and/or disabilities, and those for whom English is an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff working with the children. Of these, all have relevant early years qualifications, most at level 3 or above and one at degree level. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Shalfleet 'Little Explorers' is good. Children enjoy coming to the very welcoming, attractive child-centred environment. They are fully included in well-planned indoor and outdoor activities. Partnerships with parents and the host school are excellent and children respond well to the care and support they are given. There is good commitment to continuous improvement and manager and staff have a clear idea of their strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop planning for the older pre-school children in order to broaden their range of learning experiences

The effectiveness of leadership and management of the early years provision

The staff have an excellent knowledge of safeguarding and child protection procedures. Comprehensive policies and procedures are in place and risk

assessments are carried out regularly to ensure children are safeguarded from harm. The setting is very secure and staff make very effective use of the outside play area and baby garden. Children are supervised very well indoors and outdoors to ensure their safety. They use a good range of equipment that is safe and suitable for their age. There are rigorous systems for parents to follow when collecting their children. There are also robust systems in place for staff recruitment and vetting to ensure the suitability of all adults working with the children.

Partnerships with parents and carers are excellent and staff have created a happy, purposeful environment, where all children are included. They say that staff are very welcoming and supportive and children are happy, settled and comfortable at the setting. The key worker system is working well and parents are kept very well-informed of their children's progress. There is an Open Day each year in May and they receive a written summary sheet at the end of the year. Parents receive regular information through discussions, comprehensive newsletters and the parents' notice board. The Unique Child Profile is sent home termly and is then shared very effectively with the host school to ensure children experience a smooth transition into full-time education. Staff look at the individual profiles and learning journeys and plan for their individual needs and stage of development. The partnership with the school is outstanding and the setting benefits from the use of its outdoor environment. There are excellent links with outside agencies and the local community, and extra care and sensitivity is shown towards children with special educational needs and/or disabilities.

The setting is well-led and managed. Staff work well together as a team and are experienced and well-qualified. They meet together regularly to share planning and assessment information. More formal team meetings are held monthly. They identify what works well and outline areas for improvement such as developing short-term planning for the older pre-school children, and the use of technology such as the digital camera to record accurately children's experiences and use these for further planning. Babies and toddlers are very well-cared for and encouraged to explore their surroundings. Planning is of a high quality and helps them to learn and develop well. Good progress has been made in addressing the recommendations of the previous inspection. In particular, regular observations of babies and toddlers and children's progress are used to keep parents informed of their achievement and progress. Information is shared on a regular basis. Good self-evaluation systems ensure that the views of parents and carers and children are regularly sought and acted on. Staff are well-deployed and regularly monitor the life and work of the setting. Effective use is made of a good range of resources to meet the needs of the babies and children. Staff actively promote equality and diversity to ensure they are fully integrated into activities and play happily with one another. There are comprehensive plans in place for future improvements. Staff demonstrate a good capacity to improve through strong teamwork and they work hard to enrich their existing qualifications.

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

Staff place a strong emphasis on the value of play and pre-school children are happily involved in activities they have chosen. Staff complete activity plans based on observations of the children's interests, strengths and areas for development. Currently, they are refining the planning sheets key workers use to plan for the children's next steps in learning. Babies and toddlers are very well-cared for and encouraged to take part in a good range of activities that are planned to help them to learn and develop. In school holidays, children enjoy outings and trips to Carisbrooke Castle, museums and beaches, both on the Isle of Wight and the mainland.

Children are very well-behaved and they are kind and considerate to others. In the pre-school room, the children have a very clear idea of the golden rules for the setting. Their special achievements are rewarded with praise and they cooperate and work very well together when they tidy up. Staff are excellent role models with high expectations. Children have excellent relationships with one another and show respect for others.

Children develop a good knowledge of keeping healthy and safe. They are well-nourished and learn about the importance of healthy eating. Children in the breakfast club enjoy a well-balanced breakfast before they go to school, while in the baby room staff serve food to the children which has been provided by parents. The pre-school children have healthy snacks and learn to use equipment safely as they make fruit salads, vegetable soup and smoothies. They benefit from talks on road safety, water safety and the danger of fire from policemen and firemen. In the under threes room, toddlers and children rest and sleep according to their own routines and needs. Older children use the comfortable library area if they need a quiet time. Physical skills are developed very well in the outdoor area of learning.

Children are confident, well-motivated and keen to learn through topics such as All About Me and Taking Care of Our Environment. Most children can write their own names and have good opportunities to write and make marks. They enjoy stories such as 'Handa's Surprise' and are keen to answer questions based on the story. They confidently sing number rhymes such as 'Five Little Monkeys' and most can count to 20 and beyond. There is excellent enjoyment and achievement indoors and outdoors. The pre-school children enjoy going on bug hunts and have created an attractive garden area where they plant and grow vegetables and flowers. They are very knowledgeable about re-cycling and enjoy learning about nature as they go on environmental walks. They confidently use the computer to support their learning; however staff have identified the need to develop the use of technology such as the inter-active whiteboard and the digital camera in their activities. Babies and toddlers happily play with materials to develop their senses such as gloop, musical instruments, the shiny space blanket and interesting treasure and toy baskets. Exciting activities are planned for the holiday club such as a sports week and a medieval week. Creative skills are developed very well and children enjoy creating colourful collages of rock pools and making leaf patterned clay pots. They enjoy experiencing festivals such as Harvest, Diwali, the Chinese New Year and

Easter. Parents and the community are very supportive of their fundraising activities such as organising a sponsored swim for adults across the Solent. Overall, there is excellent enjoyment and a strong sense of achievement in this well-organised, stimulating setting. Children are well-prepared for life outside the school day and future learning experiences at the host school.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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	1
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