

# Snapdragons Nursery & Out of School (Corsham)

Inspection report for early years provision

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<b>Unique reference number</b>	EY293287
<b>Inspection date</b>	21/06/2010
<b>Inspector</b>	Gail Robertson
<b>Setting address</b>	Corsham CP School, Pound Pill, Corsham, Wiltshire, SN13 9YW
<b>Telephone number</b>	01249 714060
<b>Email</b>	
<b>Type of setting</b>	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

Snapdragons Nursery and Out of School Club was registered in 2004. It operates from purpose built premises within the grounds of Corsham Primary School, in Corsham, Wiltshire. The nursery serves the local community and the surrounding areas. The facilities include a kitchen, staff room and six playrooms, each with access to toilets and nappy changing facilities. The three enclosed outdoor play areas are fitted with safety surfaces. Children also make use of the school playing fields and some outside play equipment. There is easy disabled access and toileting facilities inside.

The nursery is open daily between 7.15am and 6.30pm, all year round, except between Christmas and New Year. The nursery also provides a breakfast, after-school and holiday club. They deliver and collect children from local schools and operate the holiday play scheme in half-term, summer, Christmas and Easter holidays. They host parenting classes on occasions and a health visitor regularly visits the setting. Staff work with a number of professionals from the local authority, including a special needs co-ordinator, speech therapist, community nursery nurse and an educational psychologist. There are close links with the host Primary school and other early years providers.

There are 180 children on roll including 127 children in the early years age range. This number includes 51 children who receive funding for nursery education. Social Inclusion and Social Services funding is also received for some children. The setting welcomes children with special educational needs and/or disabilities and those who are learning to speak English as an additional language.

The nursery employs 22 staff. Of these, one is a qualified teacher and an Early Years Professional, the manager has an Early Years Foundation Degree, 18 staff hold appropriate early years qualifications and two other staff are working towards an early years qualification. Most staff are trained in first aid and child protection, and some hold current food hygiene certificates including the cook. The nursery achieved accreditation status in the quality assurance award Investors in People in June 2005, gained accreditation from Bristol Standards and piloted the Healthy Settings award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Snapdragons Nursery and out of school club is outstanding. It is a great place for babies, toddlers, preschool and primary school children to come and learn, enjoy, relax and have enormous amounts of fun in an inclusive setting. The inspirational manager and deputy are well organised and enjoy exceptional relationships with children, staff and parents. There is a high commitment here for continuous improvement as there is a cohesive team who want to be the best. Parental links are exceptional one reported 'This place is simply fantastic! My child is well looked after, safe, so happy and even eats vegetables now.' There are excellent close

links with the primary school and other providers and professionals to ensure children receive the best possible support to develop and thrive.

## **What steps need to be taken to improve provision further?**

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

- develop further the outside areas to stimulate children's curiosity to learn more about the world around them
- ensure staff use every opportunity to challenge the most able children in order to accelerate their learning.

## **The effectiveness of leadership and management of the early years provision**

Children are receiving an excellent standard of care and education here. Children's welfare is safeguarded, all staff understand the procedure to follow if they have any concerns about a child. All the records, policies and procedures that are necessary for safeguarding and effective management are well maintained, regularly updated, and shared with parents via notices in the entrance area and through the informative website. Good recruitment procedures are in place ensuring that only staff that are suitable to work with children are appointed. The manager has a thorough understanding of the legal duties and responsibilities.

The manager and staff are a great team, they work cohesively to maintain high standards and drive improvement. There is a most effective system to evaluate the quality of the provision and to identify areas for improvement. The setting involves all stake holders including parents and children. The manager reported that 'The staff here are fantastic but we want to keep on improving.' She is dynamic in her approach and has a clear vision of the future. After the last inspection, the recommended improvements were immediately addressed and were seen in practice during the inspection. Everyone working here strives for improvement to ensure children are happy, confident, safe and enjoy learning.

Staff meet regularly to contribute to the monitoring for the benefit of the children. Everyone is encouraged to contribute their ideas, thoughts and suggestions for improvement. They contribute to their appraisals which help to identify any practice issues or training needs. Staff regularly undertake training to keep their skills and knowledge up to date with new legislation and current educational and care ideas. This is a fully inclusive setting where all children are welcomed and their differences are celebrated.

The staff check daily for potential hazards and involve the children in these checks for the club and the nursery. Risk assessments are in place and used effectively to ensure that all areas the children use are safe inside and outside the building. These are displayed at strategic places for all to be aware of. All areas are closely

supervised. On the day of the inspection it was very hot and sunny, precautions were taken to minimise the risk of sun burn and stop children from over heating by altering the days routine and reminding children to drink plenty of water and not to rush around and getting even hotter. Room fans were provided to keep the youngest children cool.

There is a wealth of good quality resources including technology equipment, for the children to use; these are well maintained and well organised to promote children's learning. There are occasions when staff miss an opportunity to stretch the more able children and take their thinking and development a step further. For instance, when a toddler playing in the water shouted 'It's running down the top again' staff didn't take the opportunity to explain and challenge the child to think about what had happened. The outside areas are also not as exciting as the inside and one play area does not have sufficient shade for very sunny days. The resources used by the before, after school and holiday club are kept in the club room. The preschool has access to many school resources if they are suitable for the age group.

Staff go that extra mile with the children to make learning fun and thoroughly enjoy doing so. Children and staff enjoy each other's company, laugh together and work hard.

The setting has outstanding links with the parents of children who use the clubs and the preschool. Parents are encouraged to contribute to the children's 'learning journeys' to complete their picture of the child. The setting has recently decided to send home the 'learning journeys' so parents can contribute to them at home. The setting also sends home emails and photographs of their children when a significant milestone in their development occurs. There are excellent partnerships with other providers and the host school ensuring there is a two way communication to support children who use this facility.

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

Babies, toddlers, preschool and older children thrive in the stimulating, relaxed environment that has been created for them by the experienced and enthusiastic staff. There is an excellent balance between what the children want to do and what the staff plan and set out for them. Children play well together. They share equipment and help each other.

The nursery setting is most welcoming, made attractive, cosy, and children have a great sense of belonging. Children and all staff share a warm and caring relationship. Before babies and children start to come, relevant and necessary information is obtained from parents and other sources to ensure children's particular needs and interests are appropriately met. There are no issues of separation, toddlers and children 'bounced' willingly into Snapdragons. Members of the before school club reported that everyone looked forward to coming as they had such a great time here. They said the adults were fair and gave them a lot of time if necessary. Babies are stimulated with bright coloured resources and enjoy

making music with the adults. They learn to listen to the music and soon understand how to produce a noise from the drum and tambourine. Preschool children are confident, interested and motivated by carefully planned and prepared activities. They extend games for themselves, for instance in the role play area they organised themselves, found each other dressing up clothes and went on to make delicious food in the kitchen and then invited friends to help them eat the 'pizza' they had 'made'.

Older children act as good role models for the younger and new children and they develop caringly and responsibly. Children know the nursery routines and feel extremely relaxed and safe. They behave well because they know that this is what the staff expects of them. The preschool children have golden rules and the clubs have produced their own rules. They share equipment and ask politely if they need something. While they are working staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. Children of all ages enjoy being creative. They paint big and bold pictures and encouraged by the staff to mix and experiment with different medias. Babies just love having a go at tactile materials. Staff are on hand to make sure they are safe and do not taste the modelling material.

Singing and action song time is a great favourite. They know the words of many songs and sing with great gusto. They can keep in rhythm when playing percussion instruments older children sing along with the Teletubbies audio disc, confidently altering the volume of the speakers. Children of all ages love books and enjoy being read to. Each week there is a highlights book that is read to the children. The pre school children can correctly tell the sequence of events of the story.

Children are made fully aware of healthy lifestyles. They go outside each day engaging in a range of physical activities, a sports coach comes in once a week to help develop children's ball skills and what a great time they have. They have access to a drink throughout the session. They learn to be independent in their self help skills, they all knew to put on their sun hats before going outside. At lunch time they know that they must pay attention to washing their hands and watch the staff clean the tables before the food is put on the tables. The food is carefully prepared by a cook who has embraced a healthy option approach to school meals. Older children are expected to serve themselves and take as much as they need. Staff make this time for children to learn about problem solving and extend mathematical language. They count the cutlery pieces, plates and beakers making sure there is one for everyone. Staff consistently ask children open ended questions encouraging them to think for themselves.

The planned daily programme arises from observations, assessment and monitoring the children's individual progress. The staff have been trained to write accurate accounts of what children can do and with other sorts of evidence including photographic they produce wonderful stories of children's 'learning journeys'. All children have a key worker and a deputy key worker who accurately know children's stage of development. Children are all making good progress as a result of the high quality of adult input and the effective verbal communication

between staff and make excellent progress towards the early learning goals. Babies, toddlers, preschool and older children are extremely happy and contented.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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