

Snapdragons at Corsham Primary School (Broadwood)

Inspection report for early years provision

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Inspection date	25/06/2010
Inspector	Gail Robertson
Setting address	Corsham Primary School, Broadwood Avenue, Corsham, Wiltshire, SN13 0LX
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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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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 operates from purpose build premises attached to Corsham Primary School, Broadwood site. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting was opened and registered in 2007. The registration is to care for a maximum of 70 children under eight years at any one time. This includes 70 children who may be in the early years age range, of whom no more than 24 may be under two years. There are 85 children on roll, including 77 early years children of which 20 are funded.

The building has a large entrance area, four children's rooms, an office, a kitchen and secure outdoor areas. The building is joined to the host school via secure double doors. The setting has access to the school grounds and playing fields. There is easy disabled access and toilet facilities inside.

The nursery opens five days a week all year round from 8am to 6pm. Sessional care is offered from 9am to 3pm, term time only. Year round out of school care is also available. On Fridays the setting holds a Young Mothers group in the afternoon. The nursery also provides a drop in provision for parents attending school events.

There are links with the host school and other providers of early years provision within Corsham. Other links are well established such as with health visitors and the local authority early years advisory team. There are 14 members of staff, of whom 11 are qualified in childcare and playwork, two members have completed qualification at a high level and one has almost completed a qualification. The cook holds certificates in both childcare and food hygiene.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Snapdragons is a good nursery, with some exemplary areas of practice, such as the partnership with other providers. It is a fully inclusive setting. Children's evident enjoyment is heard in their laughter and seen by their involvement in the well-planned activities. Staff are well trained and carry out their duties effectively. The manager cares passionately for the children here. The capacity for future improvement is good. Parents and carers have great confidence in the setting as one said, 'I travel a half hour to get here, it is everything I want for my children.'

What steps need to be taken to improve provision further?

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

- consider carrying out emergency evacuation procedures at different times of the working day

- develop the outside areas further and ensure there is shade to protect children from harm
- consider further ways to help parents contribute to their children's journals.

The effectiveness of leadership and management of the early years provision

The manager ensures that there is a robust framework in place for the care and safety of all children throughout the nursery and the before and after-school club. Staff are extremely diligent and involve children in checking for hazards whenever possible such as checking the equipment for broken pieces and making sure all doors are securely closed. Staff make children's safety a priority, they go into the children's classes at the end of the day to accompany them to the after school club and they take the opportunity to ask the teacher about the children's day and if there have been any problems. In the nursery, staff ensure children wear hats to go outside to protect them from the sun, and in the baby room, staff do not leave the sleeping children and they record how often the babies are checked. The manager is aware that a fire drill has not yet taken place when the before and after school club operates, the staff have talked to the club members about what they expect them to do in an emergency. The members reported the procedures to keep them safe if they had to vacate the building. Arrangements for protecting children from abuse are effective and all the staff know what to do in case a child makes a disclosure. Staff training is up to date and discussions on this topic are regular agenda items. All other necessary records and paperwork are kept accurately, filled in correctly, signed and dated. Policies and procedures are up to date and are reflected in staff practice.

Staff have done a great job in organising each room. There are colourful displays of children's achievements which are celebrated on each key worker's board. Babies and children settle quickly, and make good progress in their learning and development from their starting points. Staff have created a happy, interesting, fun place for children and babies to explore and learn and to make very good relations with adults and others. Laughter is consistently heard. Children from all backgrounds are valued and respected. Key workers know their children well and build up that extra relationship with them and their families. They make observations of children and use this effectively to guide their planning in response to the child's next steps in learning. Learning journeys are kept up to date and are a wonderful diary of a child's development. At present the story is heavily told from the setting's observations; parents are asked to contribute milestone 'wow' times, the staff would like more contributions from parents for these unique stories. All children and babies are included in all the activities and children's differences are respected and celebrated.

The manager provides good leadership in promoting staff team work and she has exemplary relationships with the host school, other providers and professionals who come into contact with the children and babies here, such as health visitors and speech therapists. The management company appreciates the lead that the manager gives and the standards she sets. Monitoring and reviewing provision and practice is carried out regularly. The setting is about to undergo accreditation on

the Aiming High quality assurance mark. The manager has good knowledge of the strengths and areas to develop. She has identified the outdoor area for improvement. At present, there is insufficient shade to protect children. In the baby garden, the artificial surface became too hot for babies to crawl and explore and it is not in use until the situation is rectified. Staff keep the babies and toddlers safely in the shade. There is a similar need for shade in the other garden areas. All recommendations from the previous report have been fully addressed and children have drinking water always available. Water for the youngest children is easily seen and they indicate when they need a drink. Technology is always available in different forms and the nursery has access to the host school computer suite at certain times.

The partnership with parents and carers is outstanding. Parents and carers are fully informed about their child's development and progress through informal and formal meetings. Parents appreciate, 'The patience and work the staff do.' Children have little worry at transfer time as they are familiar with the school, its headteacher, staff, buildings and playgrounds. In fact, many come back to the nursery and join the breakfast and after-school club. Relationships are equally as strong with other providers of early years care and any agency that the children are involved with.

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

Children have a great sense of belonging. Children and staff share a warm and caring relationship. At the start of their learning journeys, relevant information is obtained from parents and carers, and other sources to ensure children's particular needs are appropriately met. Children in the after-school club have their own room where they play together, relax and do their homework or read to their school reader.

All children and babies are provided with a good range of activities to help them learn and develop. They thoroughly enjoy these activities and become deeply engrossed in their play and work and progress rapidly. For example, in the pre-school room, children explore water and ice cubes. They look carefully, test the temperature with their finger tips and watch the pool of water get bigger in the container as the ices melts in the heat of the sun. An adult sits with the children and asks open and leading questions so that children will make connections between the water and ice. Children are independent and remove the water from the container then one shouts, 'It's getting smaller.' The member of staff quickly picks up this remark and soon the children understand what is happening. At the end of their learning, it is fun time with the water squirter. The younger children look up to the older ones particularly in the after-school club. For example, the older children give their news to everyone while the youngest listen carefully and politely. They join in when they feel the time is right. Their news is respected by the older children who ask questions and make encouraging remarks. Throughout the setting, children use their imagination and explore the opportunities that staff put out for them to do. In the baby room, the activities are stimulating to their sense of touch and bright and colourful for them to look at. They love the large

sand area and begin to learn to fill containers with the sand. Staff talk to the babies and sing. The babies are encouraged to respond and given heaps of praise for their effort. Children rise to the praise given to them by the staff for their 'good job done' in all areas of the nursery.

There is a good balance between child-initiated and adult-led activities. Story time is a great favourite. Children listen attentively and retell the story. Problem solving and practising counting is thoughtfully introduced at opportune times, such as at teatime when children stop work and enjoy breadsticks and raisins. This results in children making good progress in their learning and encourages them to become active learners.

Children's understanding of healthy a lifestyle is outstanding. At meal time, they pay attention to hygiene routines and serve themselves and enjoy their five portions daily at the tables. All the food is freshly cooked and children request a second helping of chicken curry. If children get tired during the day, they are taken to have a lie down in the baby room where they sleep until they are refreshed and want to explore once more. At teatime, when they enjoy cucumber, one remembers the talk they had from a veterinary nurse who told them how to care for their pets. She had brought a rabbit with her and the children enjoyed watching it eat carrots and cucumber.

Children help to create a safe and welcoming place, they have learnt to look for hazards in the room and outside. The before and after school club members are confident in how they would react in an emergency. Even the youngest children were seen washing their hands before food time without being told. The older children are clear about how to take care of themselves and each other. They learn about people who will play an important part in their life for instance the community police officer. Their behaviour is exemplary because they know what the staff expect of them. Children look forward to coming here. They are happy, stimulated and well-cared for.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
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	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