



# Aston Springwood Whizzkids

Inspection report for early years provision

<b>Unique Reference Number</b>	EY216269
<b>Inspection date</b>	18 January 2006
<b>Inspector</b>	Jill Lee
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<b>Registered person</b>	Springwood Whizzkids
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Aston Springwood Whizzkids Childcare Provision is a charitable trust multiple provision, which opened in 2002. It is accommodated in a purpose built single storey building in the grounds of Aston Springwood Primary School, in the Aston district of Sheffield. The provision offers child care to children from the local community and children also attend from other schools. Family learning courses are also offered, for which a crèche is provided.

Children are cared for in two main playrooms and have use of an additional quiet room. They have access to a large fully enclosed outdoor play area, use of the school playground and field, and routinely plan activities in the school hall.

A maximum of 40 children may attend the centre at any one time. Each weekday during term time the nursery operates from 9.00 to 11.30 and 12.45 to 14.45, with an out of school club operating from 7.30 to 8.45 and from 15.00 to 18.00. Full day care is available each weekday during the school holidays from 7.30 to 18.00.

There are currently 432 children aged from 2 to 13 years on roll; of these, 44 are in receipt of funding for nursery education. The provision currently supports a number of children with special educational needs, but there are no children for whom English is an additional language.

The provision has 12 staff working directly with the children; of these, 10 staff hold a recognised early years qualification, 1 member of staff is working towards this and 1 is unqualified. The setting receives support from an Early Years Outreach worker.

The provision completed the 4 Children quality assurance scheme, Aiming High, in 2005, in relation to the out of school provision. It is currently undertaking the quality assurance scheme of Rotherham Borough Council, Quality in Action, for the nursery provision.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean and well maintained environment. Staff systematically implement well considered health and hygiene routines, so that children stay healthy. Children learn good practices through daily routines and spontaneously wash their hands before deciding to come for their snack. They become increasingly independent in attending to their own individual needs as they put on aprons to paint and fasten their own shoes after physical activity in the hall.

Children are well nourished and are encouraged to taste and try lots of different fruit and vegetables. Snack and meal times are relaxed and sociable occasions. Staff encourage children to think about healthy foods. Children make choices and express their preferences. Parent's wishes are fully considered so that children's individual health and dietary needs are met. Children are offered drinks frequently and can access drinks independently.

Children enjoy daily physical activity outdoors. They sometimes enjoy nature walks in the school grounds, when they visit the pond. They play running and chasing games, using the outdoor play area with delight. They use the balancing and climbing equipment in the adventure playground safely and with skill. They do warm ups to make their heart beat faster so they are ready for games and control their bodies as they copy movements. They learn to take turns, negotiate space and stop safely in group activities in the hall. Staff provide opportunities for children to practise and

extend their physical skills. The hall and outdoor areas are shared with the school, so access is timetabled.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff create an environment where there is a good balance between freedom and safe limits. They gently explain safe practices to children, such as, why they must not throw sand and reinforce expected behaviour, such as, tidying away toys and not running indoors. Good supervision encourages children to behave in caring and responsible ways. Consistent reminders about rules help children begin to take responsibility for keeping themselves safe. For example, they know they must walk in line when going to the hall and stand still so they can be counted. They help to check that all the gates are safely locked when they play outside. There are clear transport and supervision arrangements in place for taking and collecting older children from other schools, who attend the provision's out of school care.

Children have access to sufficient, safe space to allow them to enjoy a wide variety of activities. They use good quality resources, which are well maintained and stored so that children can safely access them without help. The safe play environment allows children to move around freely, choosing and developing their own play ideas. Full and appropriate risk assessments are conducted and staff are diligent in their monitoring and evaluation of safety issues. Accident records are carefully evaluated to ensure hazards are minimised.

Children are cared for by staff who give high priority to protecting children and keeping them safe. They are sensitively supported to share their feelings and make their needs known. Staff have attended appropriate training and have a clear understanding of their responsibilities within child protection procedures. This contributes to children's welfare being fully safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children love coming to the nursery and out of school club and are very settled and secure. They explore and enjoy the stimulating environment, independently selecting resources and planning their own play. They develop self confidence and their self-esteem is nurtured as staff show interest in what they do and say, talking and listening to them, asking questions and offering suggestions. They make friends and play together co-operatively. Staff spontaneously differentiate activities to include all children and meet their different needs. Some of the daily routines and ways in which children are grouped does not fully maximise opportunities for their active participation. For example, the group for registration and story time is rather large and choosing of activities is not purposefully developed by staff.

Exploratory and creative play, such as, sand, water, dough and paint, is integral to children's everyday environment. The creative area is a 'wonderland' in which

children's independent creativity is nurtured as they paint and glue, making fascinating 'junk' models. They explore sounds with musical instruments from around the world and enjoy moving their bodies to music.

Caring relationships foster children's self-esteem and attentive support and warm interactions give them confidence as they happily explore the stimulating nursery environment. Staff know children's current interests very well as they observe them carefully and talk frequently with parents.

### Nursery Education

The quality of teaching and children's learning is good. Staff have secure knowledge of the Foundation Stage and comprehensive planning ensures that children enjoy a broad range of well-planned activities and experiences, which motivate them and sustain their interest. Children learn to concentrate and persevere very well with activities they enjoy. They are interested and motivated to learn.

Children communicate confidently to share their experiences and staff actively reinforce 'good listening'. Children enjoy a good range of factual books. They listen with pleasure to stories and write for real purposes in their role play as they record holiday bookings at the travel agents. They know the letter sounds in their name and practise writing them. They count and become familiar with number concepts within their everyday play. For example, they investigate mathematical ideas as they roll and shape dough and fill and empty containers in the sand. They match and sort, using language of size and shape with comprehension, but free opportunity to build and explore construction play to consolidate their mathematical awareness is not consistently available. They become interested in the world around them and observe the changing seasons. Visitors to the nursery promote their interest in the people who help us.

Children's behaviour is very good. Staff interact very effectively with children to stimulate their curiosity and consolidate learning. They model skills and consistently reinforce expected behaviour, so that children learn to work cooperatively and use all activity areas productively. The learning environment is well planned and accessible, although planning for learning using the outdoor environment is not yet fully developed. Assessments of progress are clearly linked to the stepping stones. Staff have developed clear and varied systems to monitor children's progress, but do not always use this information sufficiently to adapt learning opportunities and ensure individual children are fully challenged in the everyday environment.

### **Helping children make a positive contribution**

The provision is good.

Children develop a strong sense of belonging to the nursery as they become familiar with routines, participate confidently and help to look after their environment. They are valued as individuals. Children are cared for by familiar and well known staff and relationships are warm and trusting. The care of children with special needs is a real strength of the nursery. Children are very well supported to facilitate their full inclusion in all activities.

Children are encouraged to take responsibility for their own behaviour as they return toys to the shelves when they finish playing and help to tidy up for outdoor play time. Staff gently and consistently reinforce rules and boundaries. Politeness, sharing and good behaviour are sensitively encouraged and rewarded with 'star stickers'. Children play together very harmoniously as they develop pretend dinosaur fights and book turns on the computer. They learn to think about their own needs and the needs of others as they look after a child who is sad because he wants his mummy. They share the musical instruments so everyone can try their favourites. Staff help them to resolve difficulties together, so they are always confident of support.

Children learn about the world around them as staff plan activities raising their awareness of living things and of the lives and festivals of people in other countries. Visitors to the nursery stimulate their interest as they learn about people who help us, such as, the road safety officer and the fire service. Occasional outings, for instance, to the post office or shops, help to promote their awareness of their local community. They are encouraged to make choices and decisions as they plan their own play. This positive approach fosters children's spiritual, moral, social and cultural development.

The nursery establishes a very good partnership with parents and carers. Parent's views about their child's needs and interests are sought and kept updated, so that their needs are met. Parents are encouraged to spend time settling their child and getting to know staff well. Staff communicate very effectively with all parents and develop shared strategies to ensure consistency with home. Parents enjoy relaxed and comfortable relationships with staff and communicate informally on a daily basis, promoting children's sense of security. Clear procedures are in place to respond to any concerns.

Parents are very well informed about the Foundation Stage curriculum as they receive an information pack when their child starts nursery and staff have produced informative displays. Parents are readily able to access their child's development folders and are routinely invited to attend parents' meetings to discuss progress. They receive leaflets about the current theme and 'home-link' packs suggest activities to enjoy together at home. Children borrow books to read at home with their parents. Parents are also able to attend courses in the family learning centre. Regular newsletters keep parents fully informed about nursery developments and their views and suggestions are sought via questionnaires. For example, both parents and children have been asked for their ideas about the planned development of the outdoor area.

## **Organisation**

The organisation is good.

Both nursery and out of school environments are very well organised to ensure children's welfare and safety. Daily routines are clearly planned and flexibly implemented. Staff ratios are high and they are deployed very effectively to respond to children's varying needs and interests. Space is used well and careful risk assessments are in place to monitor children's safety. Staff work together as a

cohesive team, supported by effective liaison with the trustees and the school.

Children's care and education are enhanced by good leadership and management. Staff access appropriate training and development opportunities. Clearly established monitoring and evaluation processes enable staff to identify strengths and areas for improvement, so that children make good progress towards the early learning goals.

Comprehensive policies and procedures are effectively implemented, so that children's welfare is safeguarded. Staff have suitable skills and experience to work with children and are able to support their individual needs very well. Robust recruitment procedures ensure staff are suitable to work with children. All required documentation, which contributes to children's health, safety and well being is in place and is regularly reviewed. Parent's wishes regarding their child's care clearly influence day-to-day practice and clear written agreements are recorded.

Overall the nursery actively promotes children's well-being and very effectively meets the individual needs of the range of children who attend.

### **Improvements since the last inspection**

At the last inspection, the nursery was asked to amend the child protection policy, to include procedures if an allegation is made against a member of staff; the behaviour statement, to include procedures to deal with bullying; to obtain written permission to allow children to have access to pets and to register the specific times of arrival of children and staff. All of these amendments have been made, so that policies now more clearly protect children's interests.

The nursery was also asked, with regard to the nursery education curriculum, to provide additional opportunities for more able children to use writing skills and to develop and extend the outdoor curriculum. Children now have very well planned opportunities to practise writing and make good progress. Development of the outdoor area is ongoing and staff are giving consideration, within planning, to enhancing children's outdoor experiences.

### **Complaints since the last inspection**

There are no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- re-evaluate daily organisation, routines and the way children are grouped to assess their impact on children's active participation in activities.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop and extend children's opportunities for learning using the outdoor environment
- enhance the ways observations of individual children are used, to plan greater challenge in their everyday experiences
- plan to offer children free opportunity to build and construct within the continuous provision.

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