

Little Flyers

Inspection report for early years provision

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Inspection date	14/10/2010
Inspector	Penny Wood

Setting address	The Nicholson Centre, Boscombe Down, Amesbury, Wiltshire, SP4 0JF
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Little Flyers was registered in 2010. It operates from dedicated rooms within the Nicholson Centre at Boscombe Down, near Amesbury, Wiltshire. There are two enclosed outdoor play areas that lead off from the main playrooms, which all children have free access to during the session. The setting is managed by a voluntary committee and serves a wide catchment area.

The setting operates five days a week, term-time only. Sessions operate between 9am and 3pm. Children may attend for the whole session or for a variety of shorter sessions. There are currently 78 children on roll, of whom all are within the early years age range. The nursery is in receipt of funding for the provision of free early education for three and four-year-olds. The setting currently supports children with special educational needs, disabilities and children who speak English as an additional language.

The nursery employs 14 members of staff to work with the children. Of these, 10 are qualified and two are currently working towards a recognised early years qualification. The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish at the setting, which is very well organised and provides a caring learning environment. They thrive as a result of the vast range of opportunities they experience on a daily basis and have every opportunity to fulfil their learning potential. Highly effective strategies, such as strong partnerships with parents, ensure staff are able to meet individual children's needs. The setting promotes inclusive practice exceptionally well. Since the amalgamation of the existing two settings into one, strong steps have been taken to consolidate the high quality provision and to ensure consistency.

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 links and partnerships with other providers that children attend to ensure they are fully supported within their learning and development.

The effectiveness of leadership and management of the early years provision

Excellent strategies ensure children are safeguarded. Staff are knowledgeable in their understanding of child protection procedures, with effective systems in place to promote children's welfare. Robust recruitment and vetting procedures ensure staff are suitable to work with children. Thorough induction procedures give staff a clear insight into their role and responsibilities within the setting.

Staff are vigilant in ensuring the premises and equipment are safe for children's use. Risk assessments are conducted for all eventualities in order to promote a safe environment for children, staff and visitors. Thorough procedures are in place to record accidents and medication administered to children, with a priority on ensuring the setting meets children's medical needs. A high proportion of staff are qualified in first aid, ensuring children receive appropriate attention in the event of accidents and illness.

Staff have forged strong partnerships with parents. Excellent strategies are in place to gather vital information about children as they join the setting, which enables staff to provide opportunities that meet children's individual needs. In return, parents receive high quality information about the group and their children's progress. For example, parents are welcomed to open events and enjoy opportunities to take children's learning journeys home to review. At all times, staff welcome feedback from parents regarding children's achievements at home, which support them in promoting children's learning and development. Partnership with parents promotes a holistic approach towards supporting children. Parents talk highly of the approachable staff and comment on how happy their children are within the setting.

Excellent strategies support children with special educational needs and disabilities. Again, staff value their partnerships with parents and the sharing of information is a vital part in meeting children's needs. Staff have forged strong links with external agencies that support children within the group. Management ensure staff are fully supported in their role, particularly through the provision of specialist resources. The use of sign language within the setting aids communication within the two rooms. For example, staff use sign language to communicate boundaries from a distance, such as encouraging children not to run inside. This prevents loud voices breaking the calm atmosphere within the room. Management have strategies in place to link with other providers that children attend, but this is an area for further development to ensure such children are fully supported within their development.

Resources within the setting are employed highly effectively to meet the needs of the children. Staff are extremely organised and arrive early to prepare for children's arrival. As a result, children enter an environment which is ready and well resourced, enabling them to begin enjoying themselves as soon as they arrive.

Staff work effectively as a team. They are enthusiastic within their roles and demonstrate a high level of commitment towards providing the best quality of care

for children. They receive excellent levels of guidance and support from the management structure. The delegation of roles throughout the staff enables them to take ownership over aspects of the provision and fosters a sense of value and worth within the team. Thorough and effective evaluation by all staff members ensures that the provision adapts and continually moves forward. Management are proactive in encouraging staff to develop and extend their knowledge and professional expertise through ongoing training. Management and staff have taken positive and rewarding steps towards maintaining and embedding the high quality practice since coming together as one setting.

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

Children enter the setting with ease and eagerly begin to play and participate in activities, which are ready for their arrival. For those children that take a while to settle, particularly the younger and newer children to the group, staff are very attentive and reassure children until such a time that they are ready to engage in play. Throughout the day, high levels of praise and encouragement boost children's confidence and self-esteem. Children willingly engage adults in discussion about their play and having completed their tasks they enthusiastically share their creations with staff. Staff reinforce children's language acquisition through consistent discussion and the skilful posing of questions to encourage children to respond.

Children participate in a vast range of activities and play opportunities throughout the setting, both inside and out. The quality of both the indoor and outdoor areas is excellent, with space utilised to maximise children's learning potential. Children's interests and individual abilities lie at the heart of the setting's planning system which effectively covers all six areas of the early learning goals. Children are able to participate in an excellent balance of adult and child led activities. The effective planning system results in children being eager and enthusiastic participants. Staff observe children and use the valuable information gained to plan future activities and for children's next steps.

Children benefit from very high levels of supervision, which has a positive impact on their behaviour. Children play happily alongside each other and come together very well to play games and to participate in activities. Children cooperate, share and take turns. During group activities, the younger children sit well and engage with the enthusiastic staff during singing time. The skilful use of props, such as cuddly bears, support staff in maintaining children's interests during such times. Children clearly thrive within the very calm atmosphere throughout the setting. The vast range of resources ensures children are occupied at all times. Children benefit from excellent opportunities to develop their imaginations. For example, they enjoy role play opportunities whereby they build with bricks and shovels of sand to build a house. Children enjoy reading a story with a member of staff, particularly when they are able to act parts of the story, such as driving themselves to the recycling centre. Good opportunities are seized to encourage children to gain an understanding of environmental issues from an early age.

Children benefit from good strategies to promote their understanding of health and hygiene. For example, they enjoy a good range of healthy snacks and children wash their hands as part of the daily routine, particularly before eating and after going to the toilet. Older children are aware that they wash their hands to ensure they are clean, with staff talking to the younger children about washing away the germs as they help them to wash. Children benefit from excellent opportunities to be physically active. They eagerly participate in opportunities to run, climb and to balance. Staff are attentive in encouraging the younger children to gain control over their physical skills.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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