

Shorncliffe Nursery

Inspection report for early years provision

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Inspector

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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*.

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

Shorncliffe Nursery has been registered at its current location since 2006. It is managed by a committee made up of army personnel and parents. The nursery operates from a self-contained part of the community centre in a residential area of Cheriton, close to Shorncliffe Garrison in Folkestone, Kent. Children have access to two secure enclosed outdoor play areas. The nursery is open Monday to Friday from 8am to 6pm all year round and serves the local and surrounding area. The provision is readily accessible with ramps and facilities for the disabled.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 61 children may attend the nursery at any one time; of these nine may be under two years. There are currently 38 children on roll aged between two and four years. Of these, 19 receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

There are six staff regularly working with the children. A total of five of the staff, including the manager hold appropriate early years qualifications and one is working towards a qualification. The nursery receives support from the Local Authority Early Years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making steady progress in the Early Years Foundation Stage. This is due to the very good attention staff pay to meeting children's cultural and individual needs. Effective partnerships with parents and other providers ensure good continuity of care. All staff partake in self-evaluation and are able to identify their strengths and weaknesses. As a team, staff demonstrate a high commitment to raising standards and making further improvements. They have worked on addressing the issues raised at the last inspection, which has improved the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment process and find ways to share the written information with parents so they are able to be fully involved in their children's learning at home
- continue to develop opportunities for outside learning and outings

The effectiveness of leadership and management of the early years provision

The manager and her staff have a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. There are clear and robust recruitment and vetting policies in place to check staff and volunteers are suitable to work with the children. This ensures all children are safeguarded. All staff have a good commitment to promoting children's safety, security and wellbeing. They share the task of carrying out daily checks of the equipment, premises and outdoor areas to assess and eliminate risks. Staff work together to plan the environment and resources in an interesting and familiar way. Children have access to a wide range of toys and play materials which are of good quality and are well maintained. The layout of the nursery encourages children to self select and to explore their environment. Consequently children are interested and engaged in the activities.

There is good support from the army family liaison officer who confidently gives responsibility to the manager for the day to day running of the nursery. The majority of the staff have worked long-term in the nursery. They have regular meetings which enables them to identify issues, plan activities and discuss any changes needed. The manager has a clear vision and enthusiastically leads her team. Staff are very open to change and they have a good input into evaluating the service they provide. Consequently team work is good and staff are keen to work together to develop their skills.

Relationships with parents are strong and staff spend a good deal of time communicating and discussing what their children have done during the session. Parents' views and opinions are gained by regular discussion. Communication is mainly verbal, and the manager is exploring ways of developing the written information. All mandatory records and documents are in place, kept securely and are shared with parents. Staff have identified the need to make the policies available in dual language and this is underway. This will ensure that all parents have equal access to written information. The links with the local schools continues to develop, liaison with other providers is beneficial to the children and the manager is keen to encourage others in the community to use parts of the building.

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

Children are making good progress towards the early learning goals. Their relationships with staff are very good and high staff ratios mean children receive plenty of individual attention and support. Staff have a good knowledge of the Early Years Foundation Stage and the six areas of learning. They have a clear understanding of the children's backgrounds, capabilities and developmental stages. Staff work together as a team and in partnership with parents to plan activities which are challenging and which help children progress in their learning

and development. In addition, they organise the environment so that it reflects children's backgrounds and culture. For example, there are many posters and signs in dual language. Staff observe what children are doing in their day-to-day activities and make useful notes which they later use to assess and identify learning priorities. These observations help key workers to identify children's next steps in their learning. However the development folders are not regularly shared with the parents which means they are not fully involved in their learning at home.

Children interact well with their peers, playing and cooperating well during activities. They show a great interest in activities and are often engrossed for long periods. They play in a harmonious, calm and busy environment where staff join in activities helping to extend children's learning. For example children enjoy the water activity using small trays. They find items which will float, enjoy pouring and measuring and staff encourage discussion about colour, size heavier and lighter. Children have access to a good amount of resources, which help their numeracy and counting. While playing with the animals children sort them by size and identify the difference in the dinosaurs. Children are developing good communication skills and confidently approach staff and adults. Staff encourage clear speech by listening well and using open-ended questioning. Labelling of some areas helps children to recognise the written word.

Children learn the importance of good hygiene practices. They frequently use the sinks in the playrooms to wash their hands during play for example when painting. They independently take themselves to the toilets, help themselves to water from the jug when they are thirsty and given the choice most children opt to play outside in the garden. A free-flow system during part of the session enables children to make decisions about where they play. They confidently put on their coats and outdoor shoes; they ride bikes and scooters taking account of where other children are and climb up on the equipment carefully. This outdoor area has scope for improvement and staff have identified this area for development.

Children gain an understanding of the wider world through discussion, various topics and celebrations. Staff celebrate diversity and difference and have inclusion high on their agenda. Children benefit from consistent staff who plan activities which support their culture and experiences whilst learning about and celebrating a wide range of festivals. This gives children a sense of belonging and helps them make a positive contribution. Although there are good opportunities to use information technology, to make sense of the world and discover how things work, children do not go out for walks in the local community. Staff have a mix of experiences including working with children with special educational needs and/or disabilities. They use makaton signing throughout the activities for example during singing. Children enthusiastically join in with the actions for 'twinkle twinkle little star and 'wind the bobbin up'.

Children receive nutritious snacks and enjoy a snack bar system choosing when they partake in food and drink. Staff are aware of good hygiene practice with several holding food hygiene certificates. They have a good understanding of nutrition and provide a mix of healthy snacks whilst recognising parental choices and cultural preferences. Children are encouraged to learn about keeping themselves and others safe. They take part in regular fire drills, understand about

playing safely and show good self control. In addition, children are well mannered, polite and respectful to others. As a result, children's behaviour is very good.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children adopt healthy lifestyles	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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