

Sure Start Rowner Company

Inspection report for early years provision

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EY294995

Inspection date

18/01/2011

Inspector

Coral Hales

Setting address

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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

Sure Start - Dinky Ducks Nursery registered in 2004. It is located within Sure Start Rowner Children's Centre which is situated in a residential area on a school campus in Gosport, Hampshire. The nursery has its own secure outside play areas. It serves the local families who come from a mix of social and economic backgrounds. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery is open from 7am to 6pm throughout the year. A maximum of 100 children aged from three months to five years may attend at any one time. A crèche for children aged from three months to five years and a before and after school wrap around care club for children aged five to eight years are also provided on the premises.

There are currently 72 children on roll, of these 32 receive funding for early years education. The nursery currently supports children with special educational needs and/or disabilities.

The nursery employs 28 members of staff to work with the children, 19 of whom hold relevant early years qualifications and nine continue to undertake degree training, one of whom is working towards her Early Years Professional Status. The nursery manager is in her last year of a BA (hons) degree and is a leading Early Years Foundation Stage practitioner for Hampshire County Council. One member of staff has achieved Early Years Professional Status.

The staff liaise with the local authority and are well supported by the Children's Centre advisory teacher. Close links are in place with the local school on site.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiasm and passion of the management and staff is evident in the way they continue to seek new and innovative ways to improve the outcomes for children. There are excellent systems in place to monitor and evaluate the provision incorporating the views of parents, staff and children to ensure continuous improvement. The nursery provides an inclusive and welcoming environment, where each child is valued and every effort is made to meet their individual needs, whilst still taking account of the needs of the group as a whole. Children are keen and eager to learn, and make good progress given their age, ability and starting points. They are provided with a broad range of interesting opportunities and activities and most support their learning.

What steps need to be taken to improve provision further?

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

- review and enhance the planning in the baby room so that it is clear to see how children's learning will be supported
- review the organisation of mealtimes to ensure the needs of all the children are met so that they can socialise with their peers whilst enjoying the food they are eating

The effectiveness of leadership and management of the early years provision

Child protection is given high priority within the setting and staff have a clear understanding of the signs and symptoms which could cause concern. Very comprehensive policies and procedures are implemented consistently and robustly to ensure any safeguarding concerns are prioritised and dealt with effectively. Thorough risk assessments are used very effectively to identify and minimise potential hazards within the premises and during regular activities. Records are extremely well organised and maintained and daily checks ensure any changes are noted and acted upon if necessary. Recruitment systems are thorough to ensure all staff are suitable and enhance the skills of the existing team. Staff are extremely well qualified and totally committed to ongoing development and training to enable them to better support children's welfare and learning.

Those in charge and their staff have exceptionally high aspirations for quality and are passionate about what they do for the children. Highly effective and continuously monitored systems lead to improvement and the staff have developed a comprehensive development plan and self-evaluation document. There is a common sense of purpose between all the adults who work together to ensure that all children achieve to their full potential.

A wide range of well-maintained and age appropriate resources and good quality equipment supports children's learning in all areas. Staff are well deployed throughout the nursery and support and extend children's learning very effectively.

There is a strong commitment to ensuring that both social and educational inclusion is promoted within the nursery. Staff work very effectively with parents to gain information about children's starting points, and excellent settling in procedures help the children and their families to settle into nursery life. This results in a service that is responsive to the needs of all the users. All parents are given an information pack when they come for their induction visit. Daily diaries are completed and they can add comments when they wish. Staff also take time each day to talk to parents to find out what they want and to keep them informed about their child's progress. The nursery has established links with other providers in the area, and with specialist workers whose advice is sought for those who need additional support. Close partnerships with the adjoining school supports children's transition when they move to the reception class.

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

The child-centred environment fosters children's natural curiosity and, together with the positive effect of staff's skill and enthusiasm, encourages them to develop a desire to learn. Their learning needs are very well supported through individual plans which show their next steps. Staff use the information gained to plan activities that cater for children's individual learning priorities. The use of open-ended questions and key staff's ability to model thinking ensures all children make good progress and develop a positive attitude to learning. All staff have a secure knowledge of how children learn and the support needed and lovely activities take place that stimulate and interest the children. This knowledge however, is not reflected in written documents displayed in the baby areas.

Children have access to a wide range of activities that they can choose from and they especially enjoy playing in the outdoor area. For example, the younger ones have fun painting water on the fences and the favourite activity was jumping in and out of the puddles, and they laugh, sing, chat and really have fun out in the fresh air. The older ones have access to the garden throughout the sessions and a group put on coats and boots, collected some trowels and forks and joined by a member of staff went off to explore the area for ants. All outside areas are extremely well resourced with natural and sensory items offering children an exciting and stimulating outdoor experience.

Children in the baby area are actively involved in their play, confidently selecting and exploring the resources with their senses. For example, they pick up silver crinkly paper and sit fascinated as they listen to the noise and giggle when the member of staff puts it up high over their heads. Others walk around and choose to play with dough or build with construction sets whilst some just had fun saying hello to the inspector and looking at her computer.

Creativity and imagination is well promoted in all areas, and children can access a good selection to develop their ideas. A group of preschool children have fun making a den from a clothes dryer, clipping it together with pegs, showing good levels of concentration. Another turns it around and sits in it singing 'Row row the boat'. Children learn to share and take turns and are reminded to use nice voices and to explain to each other how they feel if they are not happy about something.

Children learn about the importance of a healthy lifestyle because they are provided with healthy home cooked meals and snacks and drinks are available at all times. Daily routines help them to develop suitable toileting and self help skills and children's independence is well promoted. However, during the lunch period preschool children became distracted and learning opportunities to develop their understanding of social skills and expected behaviour were missed. Care routines for the younger children are followed in line with their requirements and information shared daily with parents.

Children learn to keep themselves safe through well-managed risk. They take part in emergency evacuations and staff act as excellent role models. Children know

what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the local and wider world around them, prepares them for future life.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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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