

Crackerjacks Day Nursery

Inspection report for early years provision

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Inspection date

06/01/2011

Inspector

Lesley Bott

Setting address

Crackerjacks Day Nursery, Astley Lane, Hadnall,
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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

Crackerjacks Nursery is a privately owned day nursery, which originally opened in 2004 and changed ownership to Ark Childcare (UK) Limited in 2010. It operates from a purpose built building in the grounds of Hadnall Primary School, in the village of Hadnall, near Shrewsbury.

The nursery opens Monday to Friday all year round. Sessions are from 8.00am until 6.00pm. Children are able to attend for a variety of sessions. A maximum of 22 children may attend the nursery at any one time. There are currently 42 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds.

The nursery employs eight members of child care staff. Of these, all hold appropriate early years qualifications including one member of staff with Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably occupied and enjoy the range of activities provided. The capacity of the provision to maintain continuous improvement is satisfactory as systems to evaluate the effectiveness, for example self-evaluation are still to be developed. The setting meets the needs of the children in the Early Years Foundation Stage and are beginning to establish evaluation and assessment on children's activities. Children achieve and respond well in the warm atmosphere of the nursery and enjoy close and caring relationships with staff. Children benefit from continuity of learning and care as the setting liaises with parents and external agencies delivering the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment process, make sure records are linked to the expectations of the early learning goals, encourage parents to contribute to the records and use the information gathered to plan next steps in children's learning
- develop further the system for self-evaluation to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded as all staff hold knowledge and understanding of the procedures in place for identifying a child at risk. Staff are suitably trained and know what action to take in the event of a safeguarding issue. All written policies for safeguarding are in line with requirements and systematically reviewed. A written assessment is completed regularly, and staff also conduct a short written risk assessment on a daily basis, to ensure that children remain safe and secure within the setting. Routine inspections of the outdoor area are effective; as a result, staff minimise the risks to children.

The effectiveness of leadership and management in driving and securing improvement is satisfactory. The manager is in the process of completing the Ofsted self-evaluation form, to identify significant weaknesses within the setting. Some areas of weakness have been identified by management, however, these are still to be acted upon, although those in charge are able to verbally demonstrate the capacity to tackle issues effectively.

Staff have a sound knowledge of the learning and development, and welfare requirements and guidance for the Early Years Foundation Stage. They use a range of teaching methods and adequate resources to provide a sufficient range of activities and experience that meet the children's needs. However, staff have still to develop a system to evaluate and assess their planning and activities to ensure that the individual needs of children are always met.

The setting endeavours to provide an inclusive service and warmly welcomes all children and their families. Staff promote relaxed and informal relationships with parents, who routinely speak to staff at the end of the session. This is further enhanced with written daily diaries for parents of younger children to involve them in their child's activities while at the setting. The setting is beginning to establish partnerships with other providers delivering the Early Years Foundation Stage. For example, they link with the school next door and arrange visits for the children prior to their transition. Satisfactory information is obtained from parents in relation to children's care needs, paperwork is in place for parents to complete on their child's interests, and regular newsletters keeps parents informed.

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

Children enjoy their time at the setting, they have good opportunities to be physically active and regularly play outdoors in the fresh air and sunlight, which contributes to their good health. Older children move freely, with free flow indoors and out and they access activities easily. Children excitedly sit at circle time to "plan/do/review" their day, deciding to go outdoors, listening to staff as they reminded them about the hazards in the garden. For example, being careful of the ice on the water tray with its sharp edges. The children happily talked about what

they did over the Christmas holidays and were able to show the inspector the 'Makaton' signs they used in their Christmas concert. Children are satisfactorily nourished and appropriate measures are implemented to ensure individual health and dietary needs are met. Choice is given to children at snack time from a selection of fresh fruit together with juice and milk. Information of the menu rota is displayed on the notice board for parent's information, this is changed regularly to ensure seasonal fresh produce is used. The setting has recently acquired a gold award for healthy eating from the local authority.

The setting has a satisfactory system in place to ensure children are safe while at the setting. Registers are maintained accurately indicating children's arrival and departure. Staff are suitably experienced in caring for young children and hold appropriate qualifications, including valid first aid certificates.

Children are able to play happily in a suitably resourced setting. They make choices about their learning and show an interest, asking questions about things around them. They are given time to move around and play with activities that interest them as part of the 'plan/do/review' routine. They play with imagination in the water and sand, and choose what to paint and which colours to use at craft time. They also enjoy circle time as they sit on the carpet and listen to the number and shape of the week. Younger children enjoy messy play, such as, 'gloop' and shaving foam, they discover different textures from toys as they use the treasure baskets. Children were involved recently in Children In Need and raised money as part of a 'Makaton' day where they used Makaton the whole day to communicate.

Children know and understand the routines of the group as they help at tidy-up time, putting toys away and sitting patiently at the table for lunch. Older children use appropriate serving utensils as they serve up their own lunches developing their independence.

Children's behaviour is managed well with clear and concise procedures explained by the staff. Staff use calm tones and language that the children understand. For example, staff remind children not to run around while indoors and to be aware of the hazards outside. Older children and babies are secure in the setting and display a strong sense of belonging. They are happy and settled and show confidence and self-esteem. Children are beginning to gain an understanding about diversity through activities and experiences they participate in.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3

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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