

# Shooting Box Day Nursery

Inspection report for early years provision

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**Unique reference number** 127538  
**Inspection date** 10/02/2011  
**Inspector** Karen Scott

**Setting address** Broad Oak Road, Woodstock Park, Tunstall, Sittingbourne,  
Kent, ME9 8AE  
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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

Shooting Box Day Nursery is privately run. It opened in 1989 and operates from three play rooms in a large semi-detached house, the baby room is upstairs. All children share access to an enclosed outdoor play area. The nursery is situated in Tunstall, on the outskirts of Sittingbourne. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years, compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time.

There are currently 35 children aged from birth to under five years on roll, some in part-time places. The nursery has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Level 3. The nursery receives support from the Local Authority. The nursery provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children attend a caring environment where their individual needs are met as staff know them very well, working with other professional when they are able to further strengthen that support. Parents and carers are made to feel very welcome and the setting continuously thinks of how to encourage them to contribute to their children's learning to strengthen the working in partnership that is already in place. The setting is continuously improving and values the opinions of parents and children to support this improvement.

## What steps need to be taken to improve provision further?

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

- make children's learning journeys easily accessible to parents and carers
- continue to build on partnerships with other settings that children attend in order to provide a united approach to children's care and education.

## **The effectiveness of leadership and management of the early years provision**

Thorough and robust risk assessments help to keep children safe. For example, the garden is always checked before children play outside and the number of children playing checked regularly. The whole of the setting and places visited are risk assessed and action taken to prevent hazards to children. Staff help children to keep themselves safe, giving reminders about not climbing on furniture, for example, and the reasons why. Fire drills are undertaken regularly on different days and at different times to ensure all staff and children participate.

Consequently children are beginning to adopt safe and responsible practices. There are clear management responsibilities in relation to child protection and all staff are aware of their role should they have any concerns about a child.

Children see positive images around the nursery and celebrate festivals from a range of cultures. Although there are currently not any children from other cultures attending the setting would be keen to share any relevant festivals to celebrate and learn about differences. When English is an additional language the setting supports families by saying words in the language to children which in turn makes them feel welcome. When children require further support the nursery works closely with other professionals and consequently children are making good progress, receiving specialist care in a supportive environment. A close relationship and sharing of children's Learning Journeys with local schools helps ease the transition from nursery to school and promotes continuous learning. Although the nursery is trying to establish partnership working with other early years settings that children attend this is not currently progressing and there are missed opportunities to share information that will support children's learning. Parents and carers are welcomed warmly into the setting and engage with key persons about their children, sharing information verbally and in daily diaries. They are invited to stay and play sessions and to share with children their careers such as fire fighting. They contribute to activities by sending in resources such as restaurant menus during Chinese New Year celebrations. Parents and carers are informed about their children's achievements at yearly consultations with key persons and through the Unique Stories which are sent home. These are used as an excellent way for parents and carers to share in their children's development and any questions raised by parents on them are answered honestly by staff. The setting encourages parents and carers to also add to their children's Learning Journeys. However, they are not easily accessible and although sent home on occasions there are missed opportunities for parents to add to them. The group has introduced a cuddly toy for children to take on holiday in the hope that children and parents will add holiday memories to the Learning Journeys and then continue to add more input to further promote partnership with parents and carers. There is a wealth of information in the entrance hall to support parents.

Toys and resources are suitable for the ages and stages of children attending and offer a broad range of experiences. They are easily accessible allowing children of all ages to make choices about what they play with. Staff interact with children supporting their learning but also know when to stand back and let children lead their own play. They are kind and compassionate towards each other and the

children which encourages the children to be so too. A thorough and robust induction process, appraisals and regular training opportunities help staff to update their knowledge and to offer an evolving setting for children. The manager and staff are committed to continuous improvement and work together to evaluate and make plans for improvement. They also value the input of others. Parents and carers answer questionnaires and children are listened to. For example, when making improvements to the garden children were consulted and their views on activities are recorded. The group works closely with the local authority, valuing their thoughts and ideas for progress too. All recommendations made at the previous inspection have been acted on, improving outcomes for children.

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

Children are secure and show that they have developed a strong sense of belonging to the nursery. They readily approach the staff for support, engaging in conversations about things that are important to them as they know that they will be listened to and interest shown in what they are saying. Children are given reminders about playing safely and clear explanations as to the reasons why help them to keep themselves safe. Children show good awareness of what constitutes a healthy lifestyle. Drinks are always available and children understand that after physical exercise such as dancing they may feel thirsty, pouring drinks for others as well as themselves. Lunch is home made and children enjoy a diverse range of flavours and are good eaters, benefitting from a healthy diet. Children engage in a wide range of physical activities, both indoors and outdoors. The garden is used in all weathers and children discuss why they need to put hoods up when it is raining, for example. Tissues are easily accessible, enabling children to blow their noses and dispose of the tissues afterwards independently. Children know when they need to wash their hands and are supported by gentle reminders and hand washing posters above basins. Older children use the bathroom independently, including cleaning their teeth after lunch. Children take pride in their environment, willingly tidying up and sweeping the floor after lunch. They work very well independently and the environment supports children to do this. Children collaborate and work cooperatively, sharing resources and taking turns. When constructing, for example, children talk through what they are building and unite to make recognisable objects. Children show pride in their achievements and readily place artwork in their drawers to share with their parents. Behaviour is good and photographs of children demonstrating good behaviour are displayed at their eye levels. Children have formed strong friendships, respecting and tolerating each other's differences.

Children benefit from participating in a range of adult and child led activities. Observations of children are written and photographic and are used to assess children's development and what their next steps are. This information is used to inform the planning of activities that meets the group and individual needs of children. Consequently children are making good progress through the developmental stepping stones in an environment that encourages them to be independent and inquisitive learners. Children are developing strong skills for the

future. They are continuously involved in discussion, helping them to become good communicators. Comfortable book areas encourage children to look at books which they do supported by staff who use props to enhance stories. Children see the written word around the setting and practise their writing and pre-writing skills when playing. For example, when the role play area is a restaurant children write food orders down. Adults understand that children need to develop their gross motor skills in order to be competent writers and large blackboards in the garden help children to do this. Children see numbers in the environment and learn about shapes and colour when playing games. Artwork is individual to the child making it and a diverse range of easily accessible art and craft items and the tools required enable children to do this. Children explore a range of different textures, thinking about how things feel. The role play area is large, giving children ample space to develop their play, modelling adult behaviour. For example, a child puts a doll in a chair and feeds her with a bowl and spoon, copying a member of staff who is feeding a baby. Children also unite for role play. They line chairs up, make a bus and tickets, and take on roles, playing cooperatively. Opportunities for children to participate in physical play are always available and children make requests for space to be cleared so that they can participate in music and movement. Children have access to tools to develop their finer motor skills. They participate in activities such as making and wrapping gifts of chocolate for their parents which promote this. Children enjoy walks in the local area, collecting pebbles, for example. Babies enjoy playing with real and natural resources and children grow produce in the garden. Computers and music players help children to develop their technological skills which will support them in the future. Overall children are making good progress in a setting where they are supported by staff who know them very well and are therefore able to extend their learning in a child led environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met