

Stork Under 3's

Inspection report for early years provision

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| Inspection date | 11/03/2011 |
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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*.

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Description of the setting

Stork Under 3's Group registered in 2010. The setting is part of the Naval Under 5's organisation and is situated on the ground floor of a residential property in Gosport. There is fully enclosed garden for outdoor play. The group is registered on the Early Years Register to care for a maximum of 10 children aged under three years. There are currently 15 children on roll none of whom are funded. The group opens in term time only from 9.00 am until 12.00 md on Monday and 9.00 am to 3 pm on Tuesday, Wednesday and Thursday and 12 md to 3 pm on Friday. They offer sessional and full day care. Two staff are employed to work with the children, both of whom hold relevant child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy and make steady progress in their learning and development. Well established partnerships with parents ensure that consistency in children's welfare and learning is maintained and individual needs recognized and appropriately supported. Some links are in place with outside agencies and continue to develop with other local providers who share care of the children. Generally effective procedures maintain children's safety although appropriate staffing levels are not always maintained. The environment is exciting and provides the children with interesting activities. Staff demonstrate that they have the drive and ability to maintain continuous improvement. They review the provision regularly to identify aspects they might adapt and update their skills by attending regular training.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that at all times supervisors and managers hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)) and half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC). (Qualifications, training, knowledge and skills) 22/03/2011

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop systems and methods of working in partnership with other settings

to support children's development and progress.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding children procedures and are clear about their roles and responsibilities. They have recently attended advanced child protection training to update their knowledge. Effective recruitment procedures implemented by the provider ensure that staff are competent, qualified and suitable to work in the nursery. However, whilst on the day of inspection the ratios of qualified staff were maintained, discussions with staff highlighted this is not always the case. Therefore, on some days the ratio of qualified staff to children does not meet the legal requirement which demands that all supervisors and managers must hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)) and half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC). This level of ratio did not impact adversely on children's safety and well-being, and the nursery have put in place procedures to ensure this does not happen again. Routine risk assessments together with a good understanding of how to minimize hazards ensure that the premises are safe and hygienic. A written record of risk assessment is maintained, however, outings are not included.

Resources are used effectively by the staff to encourage and develop children's learning as they play. The indoor space is well organized throughout and offers the children space and freedom to play and move between activities as they choose. They have regular access to a well resourced garden and this encourages children to enjoy physical exercise and outdoor learning experiences. Activities are equally accessible to all children and effectively adapted by staff to ensure they are at the child's level of understanding.

Good partnerships with parents have been established with friendly and relaxed interaction observed. Staff work closely with them and strive to provide a fully inclusive environment. Useful information is obtained about the children and this helps staff to support individual learning and care needs. Children benefit significantly from the effective and regular two way sharing of information. The nursery is starting to develop links with other settings involved in children's care and learning.

Effective on-going self-evaluation and reflection by staff ensures that the nursery continues to evolve to cater for the ever changing needs of the children and their families who attend. Staff at the setting demonstrate the ability and commitment to address identified priorities for development and maintain continuous improvement.

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

Children are happy to leave their parents without upset and quickly join in play and activities with their peers which demonstrates they feel safe and secure at the setting.

Staff have a good understanding of the Early Years Foundation Stage framework and have implemented it effectively. Sensitive observations are carried out regularly on all children and show their progress towards the early learning goals. The next steps are clearly identified and the information is used to plan interesting and fun activities which effectively supports children at their own level to make as much progress as possible.

Staff provide a good range of resources and activities that interest the children and understand what they like to do. For example, they love to play with the baby dolls and one child looks around and says 'more babies' and picks up another one. They interact well with children supplying appropriate resources and extend play by setting out role play outfits for them to use as well. A child remarks 'baby clothes' and staff explain that the outfits are for the children to put on. They have opportunities to enjoy mark-making, and painting and chat happily about who they have painted, some saying Mummy and others saying Granny. They love to look at books with the staff and others have fun with the interactive book and giggle as it speaks to them telling them letters of the alphabet.

Children enjoy listening to music and experiment with the music machine, one turns it on loudly and another turns it off again. Their language skills are well promoted by the staff who talk and interact with them well. Outside play is a favourite activity with the children who when asked would they like to go out all shout 'yehhhhhh'. Their independence is well developed and children help put on their coats and shoes before going out to play on equipment that supports their developing physical skills and co-ordination. For example, wheeled toys and a trampette and they have lots of fun running around in the fresh air.

Healthy eating is promoted and children are offered fresh fruit for snack every day and drinks are available at all times. Meal times are relaxed occasions which are well supported and help to encourage enjoyments of food and good digestion. Social skills develop well with staff acting as good role models. Children are encouraged to be independent, feeding themselves as soon as they can and managing their personal hygiene with appropriate support. Care routines for the younger children flow with their individual needs.

Children behave well and have good relationships with each other and with the caring staff and begin to show developing independence, co-operation and simple negotiation. For example, they share the tools on the work bench and play alongside each other happily, and then join in games with those around them, and saw, hammer and fix items with their tools. Children begin to show an awareness of their place in society and their levels of confidence are well developed and they are capable, self-motivated, curious and interested young learners.

Children learn how to keep themselves safe as they for example, take part in fire evacuations and through listening and following staff guidance. For example, how to walk through the kitchen in a safe manner on the way to the garden.

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

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| 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

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| 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 | 3 |
| 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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| 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

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| 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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