

Sneakers @ Roman Way

Inspection report for early years provision

Unique reference number

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Inspection date

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Sneakers at Roman Way registered in 2004. It operates from one room, partitioned into two areas, in Roman Way Children's Centre, in the Winyates West area of Redditch, Worcestershire. This setting is part of a local chain of nurseries and out of school clubs run by Sneakers Childcare Ltd. All children share access to a secure enclosed outdoor play area. Children attend from Roman Way First School and some local Middle Schools. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from four to under eight years may attend the setting at any one time. The setting is open each weekday from 3pm until 6pm for 39 weeks of the year. There are currently 21 children on roll, of whom two are within the early years age group.

There are four practitioners who work with the children, of whom three hold National Vocational Qualifications (NVQ) at level 3 and one holds NVQ at level 2. The proprietor is working towards a Foundation Degree in Early Years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children arrive confidently and settle easily into this welcoming setting where they make good progress. Children's overall learning and development are mostly well-planned for and resourced to promote positive, enjoyable activities for all children. Children's safety and well-being is given good consideration. Excellent partnerships and communication systems are in place. Practitioners develop meaningful, trusting relationships with all children and their families, ensuring inclusion is well-considered. Effective self-evaluation systems ensure ongoing improvement is monitored and plans for the future are well-targeted and ambitious.

What steps need to be taken to improve provision further?

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

- consolidate planning and assessment systems to ensure progress evaluations and the next steps in children's learning are fully incorporated into future planning
- develop further opportunities to support younger children to move in different ways and at different speeds, appropriate to their level of development.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention because practitioners understand the setting's policies and procedures, including recognising signs of abuse, neglect and how to escalate any concerns. Ongoing training opportunities ensure practitioners can confidently describe reporting procedures, including the process to be followed in the event of an allegation being made. Recruitment procedures are robust and carefully managed to ensure adults are suitable to work with children. Ongoing suitability forms part of the supervision and appraisal process, demonstrating a strong commitment to children's safety. Detailed documentation and control measures are in place and reviewed regularly, including risk assessments that cover all aspects of children's care, including minibs journeys. Practitioners are vigilant and check visitors' identification on arrival and a signing-in system supports these security measures. Appropriate documentation is in place to ascertain children's health and dietary needs, supported by policies and procedures for sickness and accident management. Practitioners are qualified first aiders, ensuring they can deal with any accidents or emergencies appropriately.

Children play in a bright, welcoming environment that is well-resourced with a variety of sustainable toys and equipment. Highly inclusive procedures include children's suggestions lists and mini-meetings. This ensures children can suggest new or different resources and activities they would like in the setting. Ideas on the suggestion list so far include new electronic games and water fights. This demonstrates children's opinions are sought and valued. Good team work is evident and practitioners are enthusiastic and committed to creating a safe, fun, learning environment for all children. A key worker system helps children to relate to individual practitioners and forge trusting relationships. Practitioners are particularly sensitive in ensuring younger children can access all activities and encourage older children to develop empathy and understanding. This results in delightful relationships between all age groups.

Parents speak very highly about the setting and are impressed by the settling-in process, the flow of information and the dedication of the team. Parents are kept extremely well informed through a variety of ways, including daily conversations, letters and a detailed website. Practitioners are always available to give advice, offer support or sign post parents and carers. Overall, parents and carers are very impressed by the quality of care their children receive. The setting is highly committed to partnership working and ensures excellent channels of communication are in place with the local children's centre, host school and others to ensure information about children's well-being and transition is shared. For example, key workers liaise closely with class teachers to ascertain children's learning preferences and areas requiring extra practise, such as handwriting skills. The proprietor and senior team are passionate and act as good role models by setting high standards and ensuring all practitioners contribute to the evaluation process. This enables the whole team to achieve continuous improvement and influence change. Practitioners are encouraged to keep up-to-date with training, new initiatives and cultivate effective network links within the local community in order to strive for quality care and education for all children.

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

Practitioners demonstrate a good understanding of the Early Years Foundation Stage and plan a good variety of activities, taking their lead from children's interests and ideas. For example, children make dens using sheets and pegs, while practitioners sensitively suggest ideas to make the den more secure. Planning is child-led, flexible and includes a good variety of activities to ensure all areas of learning are covered. Systems have recently been changed for recording children's achievements in order to better reflect children's progress across the six areas of learning. Assessment systems now include photographic evidence, samples of work and ongoing observations, which are completed by each child's key worker. Consequently, these systems are yet to be consolidated to ensure progress evaluations and the next steps in children's learning are fully incorporated into future planning.

Children engage in a wide variety of activities to help them value diversity. For example, children taste 'neeps and tatties' to mark the Scottish celebration of Burns Night. Excellent links with parents, carers and other professionals ensure good support for children attending with additional needs. Children show a strong sense of belonging and high levels of confidence, articulately sharing their thoughts and ideas at the mini-meeting. Children take personal responsibility for their actions and devise their own rules, which include 'no smacking', and 'no tidying of other people's mess'. Children's behaviour is excellent and sensitivity to younger members of the setting results in a fun, lively atmosphere, which is conducive to learning. Children demonstrate good independence skills as they take pride in helping to set the table for snack time. Mathematical concepts relating to speed are evident as children race cars, commenting on which ones are fast and slow. Creative skills are encouraged as children paint pictures, taking time to choose colours and carefully considering their designs. Children value their time outdoors, playing ball and team games. However, more opportunities are required to support younger children to move in different ways and at different speeds, appropriate to their level of development. Children demonstrate excellent negotiation and cooperation skills. For example, they use a rope and wooden wheel to pull each other around, clearly enjoying the thrill as the wheel gathers speed and wobbles. Children show a sense of anticipation and achievement as they navigate remote controlled robots around obstacles. Children are creative, confident with technology and developing good skills to support their future learning.

Children show an excellent understanding of healthy eating and make healthy choices at snack times. Fruit and water are available throughout the sessions. Children show ownership of health and well-being by spontaneously following hygiene routines, such as washing their hands before snacks. Children's dietary needs are well catered for as practitioners understand any restrictions and make adaptations accordingly. The snack menu includes an excellent variety of wholesome foods, including wholegrain bread, crumpets and salad. Children can use an outdoor planter to provide home grown, seasonal fruit, such as

strawberries. They enjoy a sociable snack time with their friends and chat happily as they make their own sandwiches. Excellent behaviour and manners are evident as children say 'please' and 'thank you' spontaneously. Children demonstrate a good sense of personal safety during their play as they point out hazards to each other while playing outdoors. Regular fire drills ensure children can evacuate the building quickly and efficiently in the event of an emergency. Children enjoy excellent opportunities for fresh air, making the most of the outdoor area.

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	1
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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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