

Sugar 'N' Spice

Inspection report for early years provision

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Inspector Mary Henderson

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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

Sugar 'N' Spice Day Nursery is privately owned and opened in 1990. It operates from a large converted church hall in Newcastle-under-Lyme, Staffordshire. The nursery serves the local and further communities. Children have access to enclosed outdoor play areas.

The nursery is registered by Ofsted to care for a maximum of 29 children, from two to under eight years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 55 children on roll in the early years age range. The nursery is open from 7.30am to 6pm throughout the year.

The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. They employ six members of staff, five of whom have early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The relationship between the key workers and the children and their parents are effective in ensuring good outcomes for all children. Relationships between the key workers and other providers of the Early Years Foundation Stage are strong but not yet fully effective with all schools the children may attend. Indoor and outdoor areas are effectively utilised to provide a range of learning opportunities for all children on roll. Children's learning opportunities in the local neighbourhood are less effective. Risk assessment is robust. Self-evaluation systems are strong but do not yet fully include all parents.

What steps need to be taken to improve provision further?

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

- develop effective communications methods between all settings to ensure that children's needs are met and there is continuity in their learning
- ensure parents are meaningfully included in the self-evaluation procedures of the setting
- extends opportunities for children to learn about the world around them such as making effective use of the local neighbourhood.

The effectiveness of leadership and management of the early years provision

The staff and management are a strong team who are committed to continually improving outcomes for children. Partnerships with parents are good which

ensures inclusion and consistency. However, partnerships with other providers of the Early Years Foundation Stage are not yet fully effective. The staff have a strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support this includes identifying children's individual requirements and ensuring the appropriate professional support is sought where needed. This further promotes inclusion. Embedding ambition and driving forward improvement is a key focus of the management and staff.

Safeguarding is a priority at the setting and all staff have a good awareness of the policies and procedures to be followed. Indoor and outdoor areas are secure. The risk assessments in place are good and include all indoor and outdoor areas, equipment and resources. There are good self-evaluation systems in place which include input by the management, staff and the children. However, the systems do not yet fully include all parents on roll.

Engagement with parents is good. There is daily verbal two-way exchange of information to ensure each child's needs are identified and met. Information about children's activities and routines are displayed. Parents have free access to their child's learning and development profile and the policies are accessible at all times.

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

The children recognise the importance of keeping healthy and those things which contribute to this. They independently wash their hands before eating and after visiting the toilet. Children are provided with an extensive lunch menu which includes a broad range of vegetables, meat and pasta. They enjoy healthy snacks including a broad range of fruits and independently help themselves to fresh drinking water throughout the day. Their learning about the importance of healthy eating is extended through discussions and topics. Visitors are also brought into the setting to extend children's knowledge of being healthy. The Stretch and Grow staff come in to encourage children to undertake dance and movement and talk to them about how their heart and lungs work and how food makes us healthy.

The children spend much of their time in the outdoor play areas. They become very excited and are thrilled when the staff tell them they can put their coats on and get ready for playing outdoors. They move with control and coordination as they travel around, under, over and through balancing and climbing equipment. They like to ride their trikes and scooters round the pathways with their peers. The staff recognise the learning potential of the outdoor areas to extend children's learning across all areas of learning. However, children's learning opportunities through regular outings to places of interest around their local neighbourhood is less effective. During outdoor play the children wear waterproofs and have fun as they sit in puddles laughing and showing the staff their muddy clothes. Children use various tools such as small spades and rakes to dig in the soil looking for insects. They stop to chat with the staff as they look closely and observe a worm moving across the pathway. They also like to plant various vegetables and bulbs noticing them change and grow over time.

Children enjoy a good range of creative activities. They like to mix paints and make pictures to display or take home to their family. Older, more able children are beginning to write their name on their own work. Children of all ages like to make marks as they draw with pencils or push their fingers through the gloop or the dry sand. Children's exploration of mathematical concepts is extended as they explore capacity during water play activities. They like to explore placement, such as, behind and in front as they build with construction activities and push the trucks around the roadways. The children enjoy using the computers. They explore various computer programmes that extend their understanding of numbers such as addition and taking away. They also like to count during everyday routines.

Children have a developing respect for their own cultures and beliefs and those of other people. They enjoy playing with a broad range of resources that reflect positive images of diversity including small world people, dolls with a wheelchair and puzzles that show a variety of family backgrounds. Children have an extensive knowledge of festivals. Their exploration of festivals around the calendar year includes tasting various foods from around the world provided by the onsite chef. They also look at artefacts and make three dimensional models of dragons during Chinese New Year. The children are beginning to have an awareness of other people less fortunate than themselves as they help to raise funds for charity and talk about where the money is going and why.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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	1
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