

Snapdragons Sandridge

Inspection report for early years provision

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Inspector	Sandra Croker
Setting address	3 St. Margarets Gardens, Melksham, Wiltshire, SN12 7BT
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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

Snapdragons Sandridge opened in 2001. It is a small nursery set in a quiet residential street. It is a privately-owned setting that operates from a detached chalet bungalow, in a residential road on the outskirts of Melksham, Wiltshire. A maximum of 31 children may attend the provision at any one time. The nursery is open for 51 weeks a year, Monday to Friday between the hours of 8am and 6pm. It has four main rooms and secure gardens to which children have free access. There are currently 61 children aged from birth to under five years on roll. Of these, 24 children receive funding for early education. The nursery facilities are used by local residents and parents who travel into the area to work. The setting currently supports children with learning difficulties and/or disabilities. The provision has achieved an Investor in People Award and The Bristol Standard for Early Years. The setting is registered on the Early Years Register. There are 11 members of staff, including the manager. Three have level 2 qualifications in early years and childcare and eight have level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. Staff successfully work with parents and relevant professionals to provide a stimulating learning environment that meets the needs of all children. Overall, good progress is made by all children, from their various starting points, towards the early learning goals. Every child and their family feel welcome and supported. Children's safety and welfare is well protected as staff implement good procedures and supervise children consistently. Staff have established mainly effective methods of assessing and planning for children's progress. They have set high expectations to secure ongoing developments and the setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop further the planning in order to include more opportunities for children's outdoor learning
- develop further the systems for ensuring children's dietary needs are met.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place to protect children. Staff have a good understanding of their responsibilities with regard to safeguarding the children and know the procedure to follow if they have any concerns about the children. Very clear procedures ensure any child protection issues are managed appropriately and the required authorities are informed. Robust recruitment procedures ensure that staff are suitably vetted and arrangements are in place for induction and appraisals. All staff hold a professional qualification. Risk assessments are regularly carried out and ensure all risks to children are identified and minimised, ensuring their safety at all times. Effective partnerships with parents and carers and a welcoming environment, ensure children feel safe and are able to participate fully in the nursery. Staff are very well-deployed, ensuring children receive effective supervision and high levels of attention, both indoors and outdoors. Resources are well deployed throughout the nursery. Staff are reflective and, through discussion with parents and others, show commitment to developing their knowledge and service to meet the needs of children in their care. An in-depth range of policies and procedures under-pin the practice and are implemented effectively. An effective key person system ensures that good relationships form between individual staff, children and parents, as a result appropriate information is shared enabling children to settle quickly and staff to meet their individual needs.

Staff have a good knowledge of each child's background and different family cultures are celebrated. They receive training and involvement from outside agencies to enable them to improve outcomes for all children and take effective steps to close identified gaps in their achievement. Staff know the children well, identifying individual needs, understanding the gestures and signs from children with less developed speech, and are able to provide for their requests. Efficient teamwork and communication between practitioners and the manager ensures the smooth running of the nursery. Staff interact constantly with the children, talking about their home and family, valuing their individuality and helping them feel secure and included. The staff are very enthusiastic and have high expectations for the children.

The staff team are developing practices to enable rigorous monitoring and evaluation of the setting. Plans are well targeted to bring about further improvement. The setting liaises with external agencies for advice and support and other professionals regularly visit the setting. This enables the staff team to provide good opportunities to further develop children's learning. Parents receive a good range of information about their children's progress and see their children's achievements valued through collaboration in the development of attractive and useful 'learning journeys'.

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

Children enjoy warm and trusting relationships with staff, so that they feel able to express their own needs and confidently seek support as they play. The quality of planning ensures that all children's needs are fully included in the setting and continually achieve the next steps in their development. Written questionnaires are regularly used to seek parents' feedback about the settings practice, enabling staff to develop ways to further improve the setting. Children are keen learners in the stimulating environment and are confident and sociable in the nursery. The staff are enthusiastic and committed to their work. They collaborate well together in planning a wide variety of adult-led and child-initiated activities. These encourage all children to develop the ability to choose an activity and experiment and learn new techniques from the variety of challenges offered. Activities are suitable for the ages and abilities of the children and cover all six areas of learning. Children are suitably challenged indoors and outdoors, however, the planning of activities does not fully promote the extension of learning to the outdoor areas.

Children are happy and settled and understand the routines of the day. They demonstrate good levels of independence and a willingness to engage in both self-chosen and adult-led play. Staff maintain clear observations and use these to ensure the planning incorporates every child's next steps in learning. Children recite number songs and rhymes, which enable them to learn, experiment and practice their skills with growing confidence. They become deeply involved in their chosen activities and resources.

Children are developing a good knowledge of people's differences through their experiences at nursery and show sensitivity to other children. They play together happily and are able to share and take turns. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. Behaviour is good and children learn to share and take turns, effectively supported by staff. Clear explanations are given, as a result children understand about expectations for acceptable behaviour and how to be kind to each other. Their self-esteem is boosted as they receive regular and meaningful praise for their actions.

Opportunities are provided for children to listen and speak in larger groups and in one-to-one situations. Staff sensitively repeat back words to children to enable them to hear the correct pronunciations. They use clear and appropriate sentences and ask open-ended questions to expand children's language. Babies enjoy sensory experiences and experiment with different textures, such as a wide range of natural materials and water play. Older children delight in exploring their senses as they push their fingers into shaving foam, communicating that it 'feels smooth on their hands' and 'it's sticky like glue'. Younger children gently rock and use hand gestures to favourite nursery songs. There are many opportunities for babies' rapidly advancing physical development under the close supervision of the staff as they enjoy climbing and exploring with increasing independence. Practitioners skilfully facilitate and develop the play of the more mobile children. Young children's language is good. For example, a child under two, whilst seated in their high chair waiting for lunch, was observed asking another child if they were alright, referring to them by name.

Visitors are clearly monitored, risk assessments identify hazards and practitioners ensure all areas and equipment used by the children are safe. Healthy snacks and meals are provided and water is always available with children able to serve themselves. Staff are committed to good quality care, which actively promotes children's health and well-being. However, systems to clearly identify children's special dietary needs are not robust. Children are helped to serve themselves during mealtimes where skills for the future are actively developed. They learn to take turns, share, and communicate nicely with each other, developing their friendships. Staff are skilled at ensuring children's privacy is respected when using the bathroom, whilst still providing appropriate support and ensuring good hygiene routines are followed. Children are learning to look after their own health and confidently wash their hands after using the toilet and before eating.

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	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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