

Spangels Ltd

Inspection report for early years provision

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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*.

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Description of the setting

Spangels originally opened in 1996 and re-registered as a limited company in 2010. It operates from a dedicated classroom within St Peter's RC School. It also has use of the school hall and an outdoor area. Children attend from the local and surrounding area.

The nursery is registered on the Early Years Register. A maximum of 26 children from two years to under eight years may attend the setting at any one time. There are currently 42 children on roll, the setting receives funding for nursery education. The provision welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The provision opens from 9.00am to 3.00pm Monday to Friday, term time only. Children may attend for a variety of sessions. There is good accessibility to the building and the room has been arranged to provide ample space for all staff and children, and wheelchair access is available. There are six members of staff working with the children all of whom have relevant early years qualifications. One manager has a BA in Early Years Education and is working towards Early Years professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is extremely well organised and expertly managed by leaders who inspire staff in their work and children in their learning. There is a highly positive atmosphere within the setting where children are flourishing and making significant gains in their learning. Reflection and evaluation is robust and implemented by all staff, parents and children. Extremely effective partnerships with parents ensure all children's individual needs are fully met; these partnerships are being extended through others involved in children's care. Leaders are skilled in communicating ambition and drive, which motivates the staff within the setting and continues to improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the links with other early years providers to consistently share tailored information about children's developmental, promoting a collaborative approach to children's welfare and learning.

The effectiveness of leadership and management of the early years provision

Children are protected from harm within the setting through the comprehensive awareness of safeguarding procedures amongst the staff at all levels. A full range of policies and procedures are in place and staff effectively implement these to maintain children's safety and good health. Child protection training is organised for everyone in the setting with the providers taking overall responsibility in this area. Clear and robust systems are in place for the recruitment of new staff and their ongoing continued suitability. Regular risk assessments are carried out on the provision and all the equipment in it. Detailed records are maintained of accidents occurring in the setting with risks minimised through the evaluation of accidents. Children's safety is paramount to the staff in the setting. They work collaboratively with the parents to ensure the continued safety of the children. For example, supporting children on long term medication, ensuring exits are heavily supervised at drop off and collection times and having strict procedures in place if another adult is collecting.

The leadership team are extremely passionate about the setting and working with the requirements of the Early Years Foundation Stage. They have implemented many new systems, some of which are suggestions from parents, to drive improvement and raise standards for children. Morale amongst the staff team is high and staff are enthusiastic in their work. Evaluation is robust and across the whole staff team where the impact on children is identified through action plans in place. The staff are keen to work on feedback received from independent auditors and the advice of the early years advisory teacher to ensure critical analysis of all areas of their practice. Children too are encouraged to add their valued thoughts about each day and forthcoming activities and events in the setting. Through comprehensive analysis staff reflect on each day and consider further developments, stemming from children's interests. Through monitoring sessions with leaders, consistency is ensured amongst the staff team and individual plans for all staff ensure continued development is identified that will benefit each staff member and continue to provide high outcomes for children.

Evaluation continues through the resources within the setting. Staff monitor the impact of new, high quality furniture and resources and identify what impact will be made on the children as they request additional items on a wish list. The children are able to play and learn in a setting that has been made to feel an exciting place to be. The outdoor area is being expertly used as an extension of the indoor learning environment to continue to develop children in all areas of learning. Children have total ownership of the setting, they know where everything is and notice when resources have been borrowed. The vibrant displays on the walls are a wonderful account of children's creativity with the painting and drawing walls highlighting children's skills in these areas.

The staff are committed to supporting and developing each child given their own capabilities. They are highly successful in taking steps to close any identified gaps in children's achievements, ensuring all groups of children achieve at a high level. Staff are highly effective in ensuring that all children are well integrated; this is

reflective in children's behaviour as they too ensure inclusion of others in games and activities. The staff have an exceptional understanding of each child's family backgrounds and work collaboratively with parents to support children ensuring individual needs are fully met. This partnership approach has been extended to others involved in children's care as well as links made with other early years providers who receive generalised information about children's time in the setting. Partnerships with others are particularly successful with the school in which they are based to ensure a smooth transition for children. All parents are valued and play an active role in their child's learning. They are encouraged to share any skills with the children and several participate in sessions. Parents are very well informed about all aspects of their child's achievements, well being and development. The setting provides tailored guidance through the termly key person consultations about children's achievements and the precise ways parents can continue to support their child's learning. Through each child's special books family life is valued and celebrated within the group with many activities stemming from children's experiences. This also offers a more frequent exchange of information about achievements and details to be shared. Therefore, partnerships with parents are extremely well established and fully support children's learning and development.

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

All children are extremely well settled within the provision. They are highly motivated and eager to attend; they return excitedly after the Easter break and are keen to share news and become involved in activities. They consistently show high levels of independence, curiosity, imagination and concentration. They are effectively involved in purposeful play throughout the day and demonstrate a desire for learning. The highly motivated staff team have an excellent understanding of each child's individual needs and interests and use this knowledge to support each child effectively. Child inspired learning is superbly promoted and supported by the staff team. For example, following the discovering of old orange peel in the garden, children apply their vivid imaginations as they describe how they have found a "dino claw". Staff members skillfully build and extend, they find related books to compare to dinosaurs. Children use tools such as magnifying glasses in the study of the texture of the claw. As more children show a keen interest in the study, the search for more dinosaur clues extends across the nursery garden and beyond to the school field. Swamp making and footprint painting on the patio area of the garden continues to inspire children's imaginations and creativity. Relationships are very strong at all levels; children respect and support each other in play and are able to independently use the sand timer to help them wait their turn for popular equipment. All staff have a secure understanding of the Early Years Foundation Stage and are confident to promote this through children's play. Systems in place for observations and planning of future activities and events are robust, which ensures all children are making individual progress. Their interests are used in planning and effective evaluation ensures there are no gaps in children's learning.

All children show a strong sense of security and feel very safe within the provision. The high quality interaction from all staff members continues to offer children security and reassurance. Through activities they become involved in they are encouraged to identify risks for themselves giving them transferable skills for the future. For example, the correct way to lift heavy items and understanding limitations as staff and children work together to put away the wooden building blocks. Children safely use a range of tools and equipment within the setting and know how to handle these in order to keep themselves safe. Children access the snack table whenever they want to and become involved in preparing additional items for the snack table using appropriate tools. Snacks are varied, extensive and healthy. Children continue to develop their awareness of healthy foods through growing a selection of their own in the garden's vegetable patch. Lunch times are a sociable occasion where children enjoy food prepared by their parents and served by staff or the hot meals organised within the school. Some children demonstrate excellent manners, thank staff for their food and ask to leave the table. Children have a strong awareness of healthy lifestyles, they know to regularly drink especially when they have been running on the field and understand the importance of regular exercise. The development of the outside area offers children quality outdoor play that continues to inspire them in all areas of learning.

Through the quality of teaching and excellent resources children are developing the skills they will need to secure future learning. Children are developing excellent skills in communication, mark making and numeracy. Most children are confident speakers and highly articulate. The skilled staff extend child inspired activities to promote other areas of learning that children may not necessarily access. For example, as a group of boys use their imaginations to transform the large wooden building blocks into a pirate ship staff suggest treasure maps and plans. The group are inspired to write instructions, draw maps and quickly the group becomes larger as others are also keen to participate. Children are able to adapt their game to give other children a part to play on board the pirate ship; demonstrating their skills in team work and cooperation. Throughout the day all children's behaviour is exceptional, they support each other well and some children are able to show high levels of maturity as they consider the needs of others. Staff truly value each child within the setting, their thoughts and opinions are considered as staff ask their opinion as they discuss future plans. The children's time away from the setting is also truly valued as staff have a real understanding of each family. Through the special book and the rotation of the Spangels bear each child is encouraged to share their home life within the group. Therefore everyone is able to make a positive and valuable contribution to the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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