

# Snapdragons Atworth

Inspection report for early years provision

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<b>Unique reference number</b>	145837
<b>Inspection date</b>	16/05/2011
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<b>Type of setting</b>	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

Snapdragon Nursery, Atworth opened in 1998. It operates from a converted farmhouse in Atworth, Melksham. The building is equipped to provide full day care for children. The nursery serves the local community and surrounding areas. There are four playrooms, four enclosed play areas for outdoor play and a kitchen where food is prepared daily. The setting is registered on the Early Years Register to provide for no more than 39 children at any one time. There are currently 56 children on roll. Children aged three and four years receive funding for free early education. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is also registered on the compulsory and voluntary parts of the childcare register and provides breakfast and afterschool care for children in this age range. The nursery opens from 7.30am to 6.30pm five days a week all the year round, except bank holidays and between Christmas and New Year. There are 11 staff, who work directly with the children. The owner is a qualified teacher with early years professional status. The manager has a level 4 qualification in early years. One full-time and one part-time member of staff have Early Years Professional Status and six of the other staff are qualified to at least level 2..

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this nursery. Their individual welfare, learning and development needs are met well overall, so children make generally good progress, including those with additional needs. Good use of available resources contributes well to the progress children make. Children's welfare is supported effectively through well-organised systems. Staff work together successfully and form positive relationships with parents and other professionals to meet children's needs. Those in charge have an accurate understanding of the strengths and weaknesses of the provision. Effective systems are in place to continue monitoring the provision and move it forward, so staff demonstrate a good capacity to maintain improvement.

## What steps need to be taken to improve provision further?

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

- develop a better balance of child-initiated activities and adult-led activities so that children of all ages have control over their learning
- review the organisation of group times by using what you know of the children to plan relevant and motivating learning experiences, so that children have increased opportunities to be challenged and interested during

these times

- develop further the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure understanding of safeguarding procedures and know the necessary procedures to take to protect children in their care. Required paperwork is in place. Arrangements for safeguarding children are robust and regularly reviewed, so children are cared for by people cleared as suitable to do so. Staff are vigilant of children's safety throughout the day and risk assessments are recorded and updated when necessary. A broad range of policies and procedures support effective practice and these are regularly updated and read by all staff, so that they are familiar with nursery practice.

The nursery owner drives a culture of reflection and improvement. The staff work well together and are to improve the provision for children. Self-evaluation is ongoing and appropriately rigorous. All staff contribute to a carefully thought-out development plan and actions taken have a positive impact on the nursery and outcomes for children. Staff are well supported by senior managers and continuous professional development is a high priority. Staff liaise effectively with external agencies to ensure that the individual needs of all children are successfully met. Staff know the benefits to children of establishing effective partnerships with other providers delivering the Early Years Foundation Stage. Sound arrangements are in place to promote a smooth transition for children between other settings delivering the Early Years Foundation Stage and information is shared regularly.

The nursery premises are welcoming with the walls covered in displays and examples of children's artwork. The indoor environment is carefully organised to provide a wide range of resources that are accessible to all children, including those who are less mobile. Children have access to four enclosed outdoor spaces at periods throughout the day, and the nursery has successfully started to build resources and activities for Forest School learning. However provision outdoors is less well developed and has been rightly recognised by the manager as being an area for future development. This means that children who learn better when outside are not so well catered for, although they still make good progress overall, and equality and diversity are promoted well.

The partnership with parents is very positive and parents speak highly about the nursery. And particularly like its small 'homely' nature. Staff maintain good channels of verbal communication which ensure that the welfare and learning needs of all children are known. Notice boards are full of useful information; a regularly updated web site is in place and the parent nursery chain produces an informative magazine several times a year. These systems all contribute to parents being well informed about the life of the nursery. Staff welcome and value input about children's next steps in learning from parents and others who care for children. A comments box is provided and parents are encouraged to complete an

annual questionnaire which is used to inform future development.

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

Children are confident, happy and form good relationships with others and with staff. Children settle quickly at the start of the day. Those who are new to the nursery soon feel secure with the support of the caring staff. Staff working with the children have a good knowledge of the welfare, learning and development requirements of the Early Years Foundation Stage framework. Staff are capable at developing children's learning, using a variety of methods to further progress children's skills and development. The staff team clearly know the children well and they have a good understanding of how children progress. There are individual profiles in place for all children that include observations and assessments which are used to inform planning.

The children's day is organised with their needs in mind, allowing time to rest, eat and play. Sessions are planned with both child-initiated play and adult-led activities. However, the balance of these varies through out the nursery and children in the toddler room have fewer opportunities to engage in active learning. Also, some group times, including circle time and snack times, do not always keep children sufficiently engaged. Nonetheless, children are seen to be developing well and make good progress overall. Children explore a range of different textures and materials. Babies feel the softness of a brush and crawl over different textures on the floor, toddlers use cutters in some dough and children in the pre-school room drip corn flour dough from their hands. The children in the pre-school room confidently call to their friends to help them with a computer game, knowing that the timer is running out. They select paper and crayons and take these outside to draw. Staff sing with the children, sometimes supported by actions or books. Children confidently talk to visitors, and share news about what they did over the weekend. Children make a positive contribution to their nursery through clearing away toys and helping set tables for lunch.

Children gain a good understanding about the importance of a healthy lifestyle. They learn to adopt healthy habits such as good hygiene practices, cleaning their hands prior to each meal to minimise the spread of germs, for example. Children of all ages benefit from fresh air in the outdoor area. They gain strength, agility and control as they ride tricycles, kick balls and use the slide. Through discussion with parents and clear record keeping, staff ensure that meals are appropriate to individual children's needs. Children learn how to keep themselves safe under guidance from staff. Toddlers know to touch the wall as they walk to the outside play area. They learn to be gentle with each other and are helped to consider how other people feel. Children learn about road safety on regular walks around the locality. Children regularly practice the escape plan so they know how to respond in an emergency. Older children learn how to keep themselves safe near fire when they boil water in a camping kettle under supervision.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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