

Sceptre Nursery

Inspection report for early years provision

Unique reference number	309646
Inspection date	31/05/2011
Inspector	Frank William Kelly

Setting address	Sceptre Way, Bamber Bridge, Preston, Lancashire, PR5 6AW
Telephone number	01772 694747
Email	sceptrenursery@tiscali.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sceptre Nursery was registered in 1996 and is operated by a limited company. It is based in single story premises, located within a business park in the Walton Summit area of Bamber Bridge near Preston in Lancashire. Children are cared for within two playrooms. All areas are fully accessible and the setting has assisted facilities. Children have access to an enclosed area for outdoor play. The setting operates each weekday from 8am to 5.45pm, 51 weeks of the year. It is closed for a week at Christmas and on Bank Holidays.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 26 children under eight years at any one time. Of whom no more than 26 may be in the early years age range. The setting currently has 30 children on roll, all of whom are in the early years age range. The setting provides care for a number of children with special educational needs and/or disabilities and offers funded places for the provision of early education for some of the three- and four-year-olds. The setting is also registered to offer care to children aged over eight to 11 years and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting is not operating a service for children aged over five.

The setting currently employs six staff to work directly with the children, all of whom hold early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic staff team have created a warm and very safely maintained environment within which children feel very secure. The exciting range of activities, planned with children's individual interests and needs in mind, ensures that all children receive good levels of challenge appropriate to their age and stage of development. Documentation is used to good effect for supporting the exchange of information and in most instances meets regulatory requirements. Partnership working with parents is strong and the systems for working in extended partnerships are securely established, creating inclusive care that is planned around each child's individual needs. Formal self-evaluation at this setting is still in progress but staff demonstrate commitment and enthusiasm to the management's vision for future improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records used to assess suitability are held for every member of staff. Such records must include

31/05/2011

the unique reference numbers of CRB disclosures obtained and the date on which they were obtained, is retained (Suitable people).

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

- consider how meal times may provide sufficient time for children to use a range of equipment to persist in activities, practising new and existing skills
- formalise the self-evaluation and quality improvement processes so as to act as an internal system of review and record keeping that reflects the practice that takes place. Consider how staff, parents, children and other parties can contribute to it on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded as the safeguarding children policy reflects the Local Safeguarding Children Board recommended procedures. The management keeps staff well informed and arrangements for updated training for all staff were evidenced to be imminent. Consequently the staff are able to demonstrate a well-informed knowledge and understanding of the procedures to follow should they need to report concerns about the safety of a child. Appropriate recruitment and selection procedures are in place, which include the completion of a Criminal Records Bureau check for each adult caring for the children. However, the records for demonstrating to Ofsted that such checks have been undertaken for some of the staff are incomplete. Ofsted accepts that on this occasion the checks have been undertaken but as this is a regulatory requirement, it has asked the management to take immediate action to update these records.

On a day-to-day basis the staff take effective action to protect the children. Risk assessments are in place and staff follow a series of regular checks throughout the day to maintain the children's safety. Access to the premises is rigorously monitored by the staff and all visitors have their identity scrutinised and a record of their presence recorded. Regular maintenance of the premises and equipment is undertaken by the registered company's maintenance department. Staff practise the evacuation drills with sufficient frequency to help the children gain an awareness of what to do in an emergency.

Formal self-evaluation is still in the early stages and a copy of the current document was not available during the inspection. However, staff were able to demonstrate the progress since the last inspection and how the support of the local authority and the view of parents are used to plan improvement. The recommendations from the last inspection have been addressed which is reflected in the revised recruitment procedures and the way that the children's learning is now planned and assessed. Additional funding initiatives have been successfully achieved with a greatly improved outdoor play space and an increase in the range of resources. Thus, the management have successfully taken steps to improve and build on the provision for the children.

The children happily and confidently enjoy the thoughtful organisation of resources. Older children make choices about where and what they play with and babies squeal and dither with delight as they stumble across baskets of natural materials and books. Staff work very well as a team, each clear about their roles and responsibilities as they support the flow of the children's day. Visual images representing the cultural diversity of today's society are helping children develop positive attitudes to diversity and difference.

The setting provides a wealth of information to engage parents with. Displays newsletters, and regular daily discussions provide a varied forum for the quality exchange of information. Systems are in place for sharing information about the children's progress and some parents provide staff with regular photographs and updates about what is happening in their child's life whilst at home. Staff use this information well when planning future activities for the children. The systems for supporting children who have special educational needs, or who require additional support, are well established and provide a strong contribution to the children's achievements and well-being. The setting makes efforts to engage with schools to support the children during transitional periods.

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

Staff's good quality interactions and implementation of routines that follow the flow of the individual child's own schedules mean that children are content and settled. Consistency of approach and staff's good role modelling encourage the children to adopt healthy practises such as washing their hands before eating or after visiting the toilet. The children are provided with a selection of mainly freshly prepared meals and older children recognise their own needs and help themselves competently to a drink from the water station. The regular access to the exciting and well-organised outdoor play areas provides children with a breath of interesting and challenging activities. For example, older children demonstrate the confidence to take risks. They balance with skill across the raised beams, jumping down with proud 'whoops' of glee, before sure footedly hopping along the stepping logs. Younger children competently climb the steps of the mini slide and babies crawl with a sense of purpose across the safety surface to reach the rocker. Once there they pull themselves up and sit side-saddle before rocking back and forth.

The outdoor area provides endless play and learning on a bigger scale and staff's careful planning further enhances the children's pleasure and learning. For example, identifying some children's interest in a construction site, the staff created a large outdoor construction site. Children played for prolonged periods, wearing their high visibility jackets and hard hats. They built complex walls with the rubber bricks and endless amounts of sand. Staff engaged to support children to problem solve and consolidate their skills. For instance they applauded the children's achievement, encouraging them to count the number of bricks they had used. All children are included in this play as babies explore the texture of the sand and repeatedly drop the bricks into a perspex tub. Numerals, mark making, small

world play and planting and growing are all well represented. Indoors the vibrant and stimulating way the setting is organised successfully provides children with quality experiences that fully span all six areas of learning at all times of the day. Thus children are motivated and curious learners. Babies grasp at the spinning mobiles, explore the pine cones and touch and taste the dry cornflour. They show initial surprise and hesitancy when staff first add water. However, with gentle encouragement they are soon grasping and delighting at the marks they make. Children's play and learning is further enhanced as the staff implement planning and assessment which is securely based around the children's interests. They use their observations well to provide challenges to help children to extend and consolidate the individual child's learning and development. Additional adult-organised activities add variety to the current themes and interests of the children. For example, printing with paint and tools from the tool box. Children enjoy a wide range of creative media and activities. Staff display with care and respect, their beautiful paintings of their monkeys, lions and dinosaurs. Role play is enjoyed and the younger children search with vigour to locate their favourite sparkly shoes.

Overall a good balance of daily routines, small adult-led and free play provides children with a balanced learning programme. For example, children's independence is encouraged through helping to set up and tidy away toys. They pour their own drinks and use cutlery well at lunch time. However, staff do not encourage them to help to set the tables or provide opportunities for children to serve themselves at lunch or snack times. This means children are missing chances to learn about portion size and manipulating a wider range of tools. However children do get choice in other ways, they are invited to choose stories and songs. Children show good pencil control as they draw and colour in pictures and they are adept at manipulating the mouse when operating the computer. They show good self control and a willingness to share such activities. Staff support their early citizenship in many ways, including fund raising. They provide gentle guidance, simple explanations and create practical opportunities for children to work cooperatively. For example, during the construction activity, two children were praised for taking responsibility for loading sand into their wheelbarrows before delivering it to the children building in the construction area. These experiences along with those described about the babies' exploratory play, help provide children with the fundamental skills to equip them to become inquisitive learners and build a range of skills for the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----