

Snowy's Nursery And Pre-School

Inspection report for early years provision

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Inspector Andrea Snowden

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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

Snowy's Nursery and Pre-School registered in 2010. It operates from a house in Brundall in Norfolk. The ground floor of the property is used for younger children, whilst pre-school children occupy the mobile unit in the garden. The first floor of the property is not included in the registration. There is an enclosed garden for outdoor play activities. The setting is open each week day during school term times, between 8.45am and 11.45am and in the afternoon between 12.15pm and 3.15pm, with the option for children to stay for lunch. The provision is registered on the Early Years Register and a maximum of 28 children aged between two to under five years may attend at any one time. Currently there are 39 children on roll, of whom 24 receive funding for nursery education. The setting provides care and support for children with special educational needs and/or disabilities and for those who speak English as an additional language although there are no children on roll with identified needs at present. The setting is managed by a voluntary committee who employ a team of five staff to work directly with the children. All staff members hold childcare qualifications and have a range of childcare experience. An administrator is also employed by the committee to manage the office.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's safety and welfare are promoted effectively in this warm and welcoming setting and procedures are mostly in place to ensure this. Children are well provided for within the Early Years Foundation Stage and make good progress in their learning and development. Strong partnerships with parents have been established and therefore each child's individual needs are accommodated and well met. The setting uses reflective practice to evaluate their progress and plan for the future, although systems are not yet fully in place to ensure this is wholly effective.

What steps need to be taken to improve provision further?

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

- adopt a consistent approach to observation and assessment to ensure each and every child receives a more enjoyable and challenging learning and development experience
- improve procedures for dealing with any potential hazards or faults. This specifically refers to problems identified in the fire log book
- develop existing self-evaluation practices to ensure all users of the setting are involved in highlighting the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff demonstrate a clear knowledge and understanding of child protection issues. Staff are safely recruited and hold the qualifications and skills to work with young children. All staff and committee members undergo a vetting process to ensure they are safe to work with children and manage the setting. Children are able to play and learn in safety as robust risk assessments highlight and address potential hazards. Although regular fire drills are carried out and recorded appropriately, timely action is not taken to deal with any problems identified and as a result children's safety has the potential to be compromised in the event of an emergency. The setting is child centred and very well resourced, and children are actively encouraged to help themselves to toys promoting their independence. The homely, cosy setting promotes children's confidence. Partnerships with parents are well established. Through a carefully managed settling-in process parents are able to share all the information with staff required to ensure their child's health and welfare needs are met. Parents express positive comments with regards to day to day communication and say that they feel well informed about their children's progress. Parents have clearly supported the setting in their recent move of premises, demonstrating a real team effort to improve facilities for children. The setting also works closely with other establishments children attend where the Early Years Foundation Stage is delivered. Through regular liaison, the settings work together to provide effectively for children, discussing any concerns with prior parental agreement and therefore providing a cohesive approach to individual children. Although there are currently no children on roll who have special educational needs and/or disabilities the manager describes effective procedures and practices to demonstrate how these children might be fully included in activities and enjoy success alongside their peers.

Staff display vision and have plans for the future. Through discussion and regular evaluation they have identified areas for development and made subtle changes to improve outcomes for children. Not wanting to disrupt children's settling in new premises staff have decided not to make any more major changes until all children are truly settled. Currently only the views of staff have been taken into account and these have not yet been fully recorded. The views of parents and children have not yet been considered and the management committee have not contributed their opinions. The lack of recording has the potential for priorities for action to be missed or information to be 'lost'.

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

Children are happy in this setting. Friendships have clearly formed and children are thoughtful and respectful of their peers. They behave admirably and work together and as a result the atmosphere is calm and conducive to good play and learning. Staff praise and encourage children and as a result children show pride in their achievements, some raising their hands in the air with a cheer. Staff support

children well. They ask open questions to promote children's thinking and to test their skills. For example, young children are encouraged to identify colours as they watch the water change when paint-covered hands are washed in the basin and older children are asked 'do you remember how it works? Staff model how to use some equipment effectively so that children enjoy success, but enable children to explore and find out for themselves how other resources work, contributing to their problem-solving skills. Staff extend child-led activities to promote further learning. For example a group of children engaged in role play are shark fishing from their boat. When the activity begins to wane staff use chalk to draw numbered sharks on the patio and then encourage children to catch a shark with a particular number promoting their numeracy skills and re-energising the game. Staff make regular observations of children in order to assess and plan for their development. However, this along with planning for the next steps is sometimes inconsistent meaning there is potential for some children to not make as much progress as possible.

Children engage in a wide range of activities as they move between their base rooms and the garden. Their choices are respected and their confidence growing. They use language well to convey their feelings and chat to their peers whilst they play. Children enjoy books in the cosy book areas and join in with familiar songs at circle time. Staff encourage children to recognise their name cards through linking sounds and letters. Children use many mathematical concepts in their play. They refer to number saying 'I made six circles' as they mould play dough, or estimate which is heaviest as they weigh a dish of colour matched animals. Young children are introduced to number, for example, whilst building with construction blocks a member of staff asks 'pass me two more wheels'. Children's understanding of the world around them is well promoted. The garden provides opportunities for children to grow carrots, chives and other vegetables, feed the birds and dig for worms. Resources promote discussion about different cultures and disabilities and children are interested to know what a wheelchair does.

Children enjoy outdoor activity and are eager to get outside. They almost exclusively use wheeled toys to whiz down the slopes and around the pathways and demonstrate an awareness of keeping themselves and others safe by controlling their vehicles and taking turns. Children experiment with sand and water, observing changes that occur as they mix them together. Children's creative development is well fostered. Young children standing at the easel experiment with paint, by brushing it liberally on their hands and then slapping their hands onto paper, standing back to admire their work. They create firework pictures with glitter and sequins and freely access a wide selection of musical instruments to experiment with sound. Children are encouraged to make healthy choices throughout the day. They select from a variety of healthy options at snack time and staff encourage them to 'just try it' when they say they do not like something. Children help themselves to drinks when they are thirsty or retire to the comfortable book corner if they feel tired. They routinely wash their hands before snack commenting that they must do this because they have 'had play dough on their hands' and staff remind them to put their hands up to their mouths when they cough. Children are acquiring the skills they will need for their future though the normal daily routine of the setting. Their communication and problem-solving

skills are promoted and children are becoming more familiar and confident with information and communication technology.

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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