

# Barbies Playschool & Selwyn House Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	127000
<b>Inspection date</b>	27/06/2011
<b>Inspector</b>	Mary van de Peer
<b>Setting address</b>	64 St. Peters Road, Broadstairs, Kent, CT10 2ST
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<b>Email</b>	
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Barbie's Pre-school and Selwyn House Nursery opened in 1985 and operates from four playrooms, an office/reception area and outdoor play area in a converted public school annex. The nursery serves the local area and surrounding towns. The nursery is registered to care for 60 children under eight years, of whom 60 may be in the early years age group. There are currently 120 children in the early years age group on roll, 95 of whom receive early years funding, including three two year olds. Children attend for a variety of sessions. The setting is able to support children with special education needs and/or disabilities and those who speak English as an additional language. The nursery opens five days a week term time only and the pre-school opens five days a week all year round. Sessions are from 8:30am to 3pm. The Holiday club operates for the Easter holidays, four weeks of the summer holidays and during all half term holidays excluding bank holidays. The sessions are from 8:30am to 3pm. There are 21 staff, including the manager/owner, deputy manager, housekeeper and a volunteer domestic assistant. The majority of childcare staff have early years qualifications and half have attended a recognised first aid course. There are also three qualified primary school teachers included in the staff ratios. The nursery receives support from the local authority. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is extremely effective in recognising the uniqueness of each child and catering for their individual needs. The policies and procedures are competently implemented by enthusiastic and dedicated staff. The setting consistently drives wide-ranging improvements in outcomes for children, using an inclusive self-evaluation process and continual reflective practice of the service it provides. This shows that the provision is fully able to maintain continuous improvement. Caring, positive, relationships develop within a secure and enabling environment. Comprehensive monitoring systems build and track children's developmental progress and these ensure excellent progress is made towards the early learning goals.

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

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

- develop further, the processes used to record the already established self evaluation and reflective practice system, to show more clearly the improvements made and those planned for in the future.

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

Children are safeguarded extremely effectively through up-to-date policies and procedures that ensure their welfare and well-being is promoted at all times. Consistent procedures are applied, meeting Local Safeguarding Children Board requirements. All members of staff have a clear knowledge and understanding of what to do if there are concerns about any child. Concise records of practitioners' suitability and the recruitment and vetting procedures are well maintained, helping to ensure children's safety. Risk assessments are thorough, dated, identify any dangers and indicate actions taken to minimise recognised hazards throughout the nursery. These include preparation for regular and occasional outings. Children practise an emergency evacuation procedure every few weeks, so they are prepared for an emergency should it arise. Considerable investment means that resources such as gazebo's wooden shelters, provide cover from the sun or rain, to allow outside play in most weathers. Sustainability is implemented domestically with recycling bins children can use independently and small plots in the garden area for children to dig, plant flowers and harvest a few vegetables.

Staff throughout the nursery are highly committed in their drive for improvement and have developed a variety of ways to identify priorities and plans for the future. Ongoing training is taken up and annual appraisal systems support each practitioner's personal and professional development needs. Their knowledge and confidence ensures children's welfare, learning and development needs are very effectively met. A very successful and wide ranging self-evaluation system is embedded in the provision's practices. However, this is not consistently and clearly recorded. Staff, parents and children are able to comment regularly on activities, this contributes to a wide ownership of best practice, promoting self-motivation and commitment. Past recommendations, for improvements in engaging with parents, observations and children's attendance details have been analysed and put in place. Policies and procedure are extensive and effective, applied by knowledgeable, caring, staff. Each room provides children with a welcoming environment where toys and play materials are presented attractively. This results in individual enjoyment and achievement for every child. Equality and diversity are fundamental in children's care and learning. Clear assessments of individual achievements are carried forward from information given by parents. Qualified and competent key persons identify and assess starting points to plan children's next steps in their learning. Speech and language is respected and highly valued by staff who, together with parents and specialists, provide children with examples of the variety in our methods of communication. Children who are learning English as an additional language can rapidly adapt to routines and learn words or phrases to the benefit of all who attend. Parents provide items from home, also bringing their skills, for example musical and their own cultural stories at times of annual festivals to celebrate society's similarities and differences.

The provision engages superbly with parents, carers and others. This and other partnerships is energetic, extensive and productive. Newsletters, notice boards and delightful pieces of work by the children, along with posters of different aspects of

childcare are displayed on every wall around the nursery. A list of examples of suitable and healthy foods inform parents of the preferred items for children's lunchboxes. To promote this further, a healthy eating workshop is planned for parents and staff to attend.

Daily records of foods eaten, and any sleep times, reassure parents while routine observations build clear learning records of children's individual achievement and progress. Parents are invited to attend the nursery to experience their children's learning through play; they contribute continuously to the success of the nursery. The nursery staff are aware of children who attend other providers of the early years foundation stage or have additional carers. They work with parents to extend children's learning. The nursery is a training resource for local colleges and schools. The management are dedicated to supporting students and monitor them consistently. Police, health workers and specialists, such as speech and language professionals visit the nursery to share their expertise with staff and children.

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

Children receive a warm welcome from the staff team as they arrive and settle in. Adults support children's learning well. For example, they use flash cards to help them work out the weather and also to help them practice their skills in relation to numbers and counting. All children are equally included in activities, for instance, as they all count one another and agree that there are seven Children. Staff encourage them to add three more on as new children arrive and total up to ten before identifying this number on a flash card. This helps to develop children's problem solving abilities and their confidence to take part in new challenges.

Children know they can approach staff at any time, for instance, as they discover two shells that look alike. Staff are quick to encourage children to describe whether these are the same pattern, using initial sounds to help promote their language and communication skills. This sustained shared communication helps to develop children's ideas and make connections in their learning.

Children are able to access a good range of toys, resources and experiences that cover all areas of learning. They demonstrate curiosity and interest as they move around and independently select their preferred activities. Some enjoy following simple instructions on the computer, while others discover how things work as they program interactive toys to move in various directions. Letters and numbers displayed within the environment encourage early recognition and children are encouraged to make marks in various situations.

Effective planning for the play environment includes all the areas of learning and staff meet weekly to ensure that children's next steps are incorporated. These are not always obvious in children's progress records, although their learning is extended as they play and all experiences build on their current abilities and interests. Children's starting points are clearly recorded and clear observational assessment includes photographs and samples of children's achievements to

demonstrate their good progress.

Children feel safe in the setting and demonstrate this through their eager attitudes towards learning and the staff who care for them. Those finding it hard to initially settle quickly respond to their key person's care and begin to feel secure and safe as they play. Children learn about safety issues through ongoing, effective staff input. For example, they know that the big Christmas tree in the hall is nice to look at but that they must not touch it to keep safe. Very good adult support helps children to develop a good awareness of personal safety.

Children's good health and well-being is actively encouraged. They enjoy regular physical exercise and can find a quiet area to rest or look at a book. Children are involved in health and hygiene routines and know when and why they need to wash their hands. They confidently wipe their own noses and immediately put tissues into the bin. Their independence with self-help skills is well promoted. Children eat healthily and parents are included in food preparation for snacks. These include options, such as, blueberries, carrots, apples, raisins and toast. Practitioners are heard to ask children questions, including whether blueberries are a fruit or vegetable. Their input helps children to learn the benefits of eating healthily.

Children are very well-behaved for the majority of time and learn the expected behaviour boundaries. They are independent and responsible with turn taking, for example, by using a sand timer as they take a turn on the computer. They respond well to plenty of praise and encouragement and adopt good manners. Therefore, their welfare and self-esteem is well promoted.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	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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## **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