

Chipmunks Nursery OSC

Inspection report for early years provision

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Inspection date	08/07/2011
Inspector	Geof Timms

Setting address	Windmill Primary School & Early Years Centre, Beaconsfield, Brookside, TELFORD, Shropshire, TF3 1LG
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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*.

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

Chipmunks Nursery and Out of School Care registered in 2010. It operates from Windmill Primary School and Early Years Centre in Telford, Shropshire.

There are 180 children on roll, of whom 114 are in the early years age group. The setting is in receipt of funding for early education places. It is registered to care for a maximum of 76 children under eight years at any one time. Children attend for a variety of sessions. The group opens five days a week, for 51 weeks in the year, with sessions available from 7.30am until 6pm. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are eighteen members of staff who work with the children. Fifteen are full-time and three are part-time. All of the staff hold appropriate early years qualifications. Four of the staff hold early years degrees, one holds Early Years professional status, eleven hold a qualification at level 3 and three hold a qualification at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy their time at the setting. It meets the needs of children in the Early Years Foundation Stage well and they make good progress towards the early learning goals. Staff make good use of the new building and a good range of resources. They have strong relationships with the children and promote their personal and social development very effectively. The nursery is fully inclusive, catering well for children with a range of learning and emotional needs. Self-evaluation systems are good and the setting has a good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- review assessment and tracking systems to better show the progress made by individuals and groups of children.

The effectiveness of leadership and management of the early years provision

The staff have a wide range of experience. Regular and appropriate training ensures they are kept fully up to date with new initiatives and learn new ideas to help improve their practice, as well as to keep the children safe and secure. Safeguarding arrangements are extremely robust and thorough. Outstanding

arrangements are in place for regular and detailed risk assessments to be completed. Parents and carers are happy their children are kept safe by the very vigilant staff team. Documentation is detailed and the correct checks regarding recruitment and staff vetting are carried out extremely robustly. The nursery provides children with a very safe environment in which to work and play. Supervision is excellent and staff are fully aware of their responsibilities.

The completion of the new building is yet to be finalised. The indoor areas provide a good basis for the children's' learning through work and play, and the nursery is well resourced. However, the babies' room does not yet have any curtaining to darken the room for sleep time. In addition, the outdoor areas are yet to be finalised. Activities are well planned around appropriate themes and staff work together well to provide a good balance of adult-led and child-initiated activities. During the inspection, for example, older pre-school children were learning songs to sing to parents and carers on their 'graduation' day. Excellent links are in place with the school and the children's centre, which all share the same site. These support the wide range of outstanding partnerships which include many aspects of the local authority and social services and ensure all children's needs are very well catered for.

The nursery's self-evaluation is largely good and accurate and especially highlights the positive aspects of the setting. Assessments are made through focused observations and the recognition of 'wow' moments. Staff clearly know the children well and are able to use their assessments to ensure appropriate next steps for their learning are recorded and acted upon. However, recent changes in the way assessment data is recorded means that currently it is difficult for the staff to identify any trends in progress and differences between different groups, such as boys or girls. Even so the very good, detailed learning journey books provide staff, parents and carers with a clear picture of individual children's progress. Staff also communicate well with parents and carers when they collect their children, sharing with them what they have eaten at lunch, for example.

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

The nursery provides children with outstanding opportunities to make a real contribution to their community. In the previous building they grew vegetables on an allotment although this is yet to be developed on the new site. They are encouraged to care for and look after each other well. For example, they learn to look after and care for some giant snails. This provides them with excellent opportunities to develop their knowledge and understanding of the world and also their appreciation of the wonder of nature. They self register on their arrival at the nursery, using a good system involving building bricks and photographs. Children help to tidy away equipment at the right time. They also raise money to support and sponsor the education of a child in Africa. The school also promotes the children's ability to keep themselves safe very well. Visits from a range of people, such as the police and fire service, give them an excellent understanding of a wide range of dangers.

Children make good progress in most areas of learning. The latest data shows that from some low starting points children achieve well. Adults continually encourage children's speaking and listening skills through talk, songs and rhymes. Regular opportunities for dance and yoga help promote children's physical skills and body control. Although the outdoor areas are not completed children have a good understanding of how to remain healthy through snack time and exercise. Children also understand the need for hygiene practices, such as washing hands before eating. This work actually developed into a major topic recently and children learned a lot about soaps, water, and germs. This is appropriate because they take part in a wide range of creative play using many materials that require careful cleanliness after use. So while some play with sand, others are cutting and sticking. The use of paints, chinks and other soft modelling materials are common and help develop children's creativity and imagination well. Children have developed mathematical skills through studying prices and learning about money at a local supermarket.

Children's behaviour is excellent. They know the nursery's routines and rules and follow them very well. Staff act as key leaders for a small group of children so they always know there is someone they can turn to if worried or concerned about anything. The staff are very willing to use external expertise to extend their knowledge and understanding. The local authority has recently supported staff in introducing a scheme for teaching letters and sounds to children as part of their early reading skills, and also for ways they can improve their work on children's mathematical development. In one very enjoyable small group session children made up imaginative sentences which focus on one letter, such as 'David's dangerous dinosaurs'. Overall, children are acquiring good skills which will help them in their future learning.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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