

Spice Childcare

Inspection report for early years provision

Unique reference number

EY416957

Inspection date

26/07/2011

Inspector

Emma Bright

Setting address

Great Staughton CP School, The Causeway, Great Staughton, St Neots, Cambridgeshire, PE19 5BA

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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).

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

Spice Childcare is a privately owned provision which was registered in 2010. It operates from a mobile unit within the grounds of Great Staughton County Primary School in Great Staughton, Cambridgeshire. All children have access to an enclosed outdoor play area.

A maximum of 69 children may attend the nursery at any one time. There are currently 44 children on roll, of which 32 are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open five days a week from 7am to 6pm, for 51 weeks a year.

The nursery serves the local area and surrounding villages and children attend for a variety of sessions. The nursery employs seven staff, five of whom hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met through good working relationships with parents. Staff provide a warm and welcoming environment so children enjoy their time at the nursery and their welfare is generally well promoted. Systems to monitor and evaluate the provision are evolving. Some of the required documentation is not in place, which means there is one breach of regulation.

What steps need to be taken to improve provision further?

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

- request written parental consent at the time of admission, to the seeking of necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 08/09/2011

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

- develop staffs' knowledge and understanding of the areas of learning and development so that they can confidently support and extend each child's learning in a range of challenging experiences
- ensure staffing arrangements are organised so that staff can engage with

- children and effectively support their learning
- maximise the use of the environment to support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- improve the risk assessment to ensure it covers anything with which a child may come into contact. This refers particularly to the hygiene procedures and appropriate seating equipment in the baby room.

The effectiveness of leadership and management of the early years provision

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Safeguarding regulations and duties are met. Most staff have attended training and know what action to take in the event of a safeguarding issue, demonstrating a sound understanding of safeguarding procedures. Risk assessments are in place and daily checks are carried out indoor and outdoors. However, this system has not identified and taken into account hazards, such as the wearing of outdoor shoes in the baby room and the seating arrangements at mealtimes for babies. This means children's health and well-being are not fully promoted. Staff are adequately deployed to ensure children are safe and supervised. However, they are not always deployed effectively as sometimes they are often busy carrying out chores and this affects their ability to support children's learning. Documentation is in place to promote the welfare of children. However, written consent to seek emergency medical treatment is not requested at the time of admission for all children. This compromises children's welfare in an emergency.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Clear information is provided to parents about the setting and good systems are in place for staff to help children settle in. Parents are kept informed about their child's progress and achievements, and they have opportunities to share what they know about their child. For example, they record what their child does at home on post-it notes and these are displayed on the achievements board. This in turn begins to inform the planning of appropriate activities based on children's interests. Staff offer daily verbal and written updates to ensure parents are informed about their child's care. Parents speak highly of the provision and how their child is settled and happy in the nursery.

Appropriate systems are in place to support children with special educational needs and/or disabilities. Staff demonstrate a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and are developing links with them in order to support children's learning. Most resources are suitably utilised. However, staff do not make full use of the environment and resources to effectively support children's learning, both indoors and outdoors. For example, the main outdoor area lacks challenge and interest for children and some children have fewer opportunities to access this area during the day. The new owners have worked hard to raise standards within the nursery and are motivated to seek further improvement in order to secure positive outcomes for children.

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

Children are able to make some choices about what they do and babies enjoy exploring their environment. However, children have fewer opportunities to develop their independence skills, such as helping to prepare snack, and some activities lack sufficient challenge to consistently interest and engage them. Staff develop warm and caring relationships with children. They behave well and staff praise their achievements which helps them to feel good about what they do. Babies enjoy being cuddled and staff talk to them as they tend to their care needs which mean babies feel secure and safe. Children enjoy making marks to represent their ideas and older children dictate captions for staff to write with their pictures. Children can select from a range of books to look at or share with adults and they enjoy listening to favourite stories.

Children are becoming confident communicators and they confidently initiate conversations with adults and each other, eager to explain about what they are doing. Children enjoy some opportunities to explore their imagination as they make models with bricks to create a church with a bell. However, in some areas the creative activities displayed are adult-led, so children have fewer opportunities to see their creative ideas on display where others can enjoy and admire them. Babies show curiosity in objects, such as pop-up toys, and confidently press the button to make it work. These simple activities satisfactorily lay the foundations to support the children's future skills.

Children enjoy a sound range of activities and this enables them to make satisfactory progress across most of the areas of learning and development. Although staff understand about delivering the learning and development requirements in the Early Years Foundation Stage, they are not always confident in their knowledge to enable them to support and extend each child's learning in all areas. A system for planning and assessment is in place. Children's achievement records are used to inform individual planning and the process for identifying the next steps in children's learning is evolving.

Staff generally teach children about keeping safe and they regularly practice the fire drill so that they know what to do in an emergency. Children are learning about the importance of a varied and nutritious diet. They are provided with appropriate snacks and meals which include fresh fruit and vegetables. Staff are aware of children's individual dietary requirements and any specific needs are catered for. Most staff hold current first aid certificates, which mean that they can respond appropriately if children have an accident whilst in their care. Children enjoy playing outside where they ride around on trundle toys or practise their coordination skills as they roll the ball to knock down skittles.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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