

RAF Coningsby Nursery Centre

Inspection report for early years provision

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16/09/2011

Inspector

Melanie Arnold

Setting address

Clinton Park, Tattershall, Lincoln, Lincolnshire, LN4 4QZ

Telephone number

01526 347843

Email

info@nurseryandkidsclub.co.uk

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

RAF Coningsby Nursery Centre opened in 1990. It is managed by a committee and operates from its own purpose-built premises which are located within Coningsby, Lincolnshire. The premises are accessible and comprise five main rooms where children are cared for in appropriate age groups. The nursery is open each weekday from 7.30am to 5.30pm, with the exception of bank holidays and Christmas. The nursery keep fish as pets.

The nursery is registered to care for a maximum of 105 children in the early years age range and is registered on the Early Years Register. There are currently 146 children on roll. The nursery receives funding for nursery education for three and four-year-olds and supports children with special education needs and/or disabilities and children with English is an additional language. The nursery employs 28 regular members of staff. Of these, two hold appropriate early years qualifications at degree level, two hold qualifications at level 4, 18 hold qualifications at level 3, and four hold qualifications level 2. The nursery is a member of the Pre School Learning Alliance (PLA) and '4 Children'. 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's individuality is respected and valued because staff work extremely closely with parents, carers and other providers. This ensures all children are fully supported and challenged as they make good progress in their learning and development. Mainly effective policies and procedures are in place to safeguard children and promote their welfare, although there is a breach of a specific legal requirement. The setting has developed their practice since the last inspection, leading to improved outcomes for children. Their robust system of self-evaluation also ensures continuous improvements are made.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 30/09/2011

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

- ensure the risk assessment covers anything with which a child may come into contact, specifically relating to trailing electrical wires and outings.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm, welcoming and homely environment. Toys and resources are well-organised to create an accessible play space where children learn through play. All required records, documents and policies are in place and the majority of them are comprehensively completed and used effectively by staff. This ensures that children are safeguarded and their needs are met; for example, children are protected from potential harm because staff are knowledgeable about child protection procedures. The majority of potential hazards are identified and minimised through clear risk assessment procedures.; however, wires leading to electrical equipment have not been made fully inaccessible to children in all rooms and, although staff fully risk assess all outings to ensure children remain safe, these procedures are not always fully documented. Parents receive key information on the setting's policies, which includes details about staff seeking emergency medical treatment for children if the need should arise. Although clearly informing parents, the document does not specifically ask them to provide their written permission for this; this is a legal requirement. Children's safety is ensured through the implementation of robust recruitment, vetting and induction procedures, which ensures the suitability of the staff team working with children. Regular staff appraisals are used to identify future training needs for staff, leading to a dedicated work force of skilled, experienced practitioners.

The setting work exceptionally well with parents and carers. Comprehensive information is shared and exchanged from the outset to ensure children's specific backgrounds and beliefs are respected and valued. Every child is supported and enabled to make good progress in their learning and development from their unique starting points. Staff give utmost priority to developing highly effective communication channels with parents and carers to ensure the continuous exchange of vital information. This ensures children's ever-changing needs are met. Very good systems are in place to keep parents informed about the setting, their child's daily routine and their progress and development. Some parents regularly work away from home, so the setting has devised excellent systems to enable children and their parents to remain in contact; for example, children's pictures are sent to parents when they are working away, enabling them to feel included in their child's experiences and daily life. Parents of older children can also phone the setting and speak to their child directly, providing them with vital contact during their period of separation. This significantly enhances children's well-being. The setting works in partnership with other providers, agencies and settings involved with children, which ensures an integrated approach to their care and learning. The setting has developed practice since the last inspection and continually strives to make improvements. They use a thorough system of self-evaluation, which includes seeking the views of parents, children and staff. This results in the identification of realistic, achievable targets for future development.

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

Children have fun in the safe, secure setting. They arrive and separate from their main carers with ease, showing confidence and security in their surroundings. Children's behaviour is good because they are well stimulated. They learn to respect themselves and others through staff acting as positive role models. Children are happy and they enjoy socialising with their peers, growing in confidence as they develop and move through the nursery. Children are cared for in different rooms according to age and ability, which ensures the environment, toys and resources are fully suitable to meet their developmental needs. It also enables staff to adapt their planning systems to ensure each child achieves to their full potential. Observation and assessment systems are in place and used to monitor children's progress in each area of learning. These systems are also linked to planning to ensure children's next steps for learning are continually identified and planned for. This results in children making good progress in their learning and development.

Children engage in an interesting range of hands-on learning experiences, which are adapted to ensure the inclusion of all children. All children benefit from regular opportunities to play outside in the well-resourced environment. They have fun digging in the mud, playing in the water, making marks with paint brushes and water, as well as playing with resources that promote their physical skills. Children's independence is promoted and they are encouraged to learn important life skills, like dressing and undressing themselves through practical planned activities. During a dressing-up activity, for example, staff encourage children to get dressed in their chosen dressing-up outfit, while skilfully asking open-ended questions which challenge children to think. Babies enjoy playing with natural resources and they also engage in messy play experiences where they investigate and explore using their senses. Counting and colour recognition activities are promoted during everyday play experiences; for example, when building with the stickle bricks a child identifies they have used four bricks. The member of staff then asks the child to name the colour of the bricks, which they do with ease. Older children join in with action rhymes and begin to sing songs from memory. They also engage in active storytelling sessions where they are encouraged to recall familiar parts of the story. Children access and use a range of information and communication technology toys and resources, which promotes their skills.

Children's good health is promoted as staff implement effective health and hygiene routines, which minimise the risk of cross-infection; for example, staff adhere to clear nappy-change procedures and children are not permitted to attend the setting when they are suffering from a contagious illness. Parents provide all meals for their children and the setting provides a healthy range of snacks which meet children's dietary requirements, as well as ensuring they benefit from a balanced diet. Children's awareness of healthy eating is promoted as they help to plant and grow their own vegetables. Children develop good hand-washing practices from an early age; for example, a hand-washing song is sung throughout the nursery to encourage all children to learn to wash their hands as appropriate. Children are constantly supervised by the well-deployed staff team, and their health and safety

is maintained because the majority of staff hold current first aid certificates. Clear safety procedures and systems are in place to protect children from potential harm. Children's awareness of safety issues is promoted through activities, discussions and people of interest visiting the setting; for example, regular fire evacuation drills and visits from the fire brigade help children to learn about fire safety, and visits from the local community police officer help children to learn about stranger danger and road safety.

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	1

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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