

Snaps Nursery

Inspection report for early years provision

Unique reference number

EY231620

Inspection date

02/11/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Snaps Nursery is privately owned and opened in 2003. It operates from four large rooms, in a converted business premises in Westcliff-on-Sea. The nursery is situated close to the Palace Theatre, local schools and the hospital. A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery has disabled access.

There are currently 40 children on roll, aged from two to seven years. Of these, 38 children are within the early years. 30 children receive funding for nursery education. Children attend from the local community. The setting supports a small number of children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs five members of staff who work directly with the children. Of these, one has a National Vocational qualification Level 4, three staff have level 3 of the same qualification and one member of staff is working towards the level 3. The nursery is supported by a part-time support staff. The setting receives support from the Local Authority's Early Years section and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. The learning environment is bright and conducive and promotes the children's learning well. The partnerships with parents and other agencies enable staff to meet the children's individual needs. Regular self-evaluation by the management team and staff ensures that priorities for development are identified and acted on.

What steps need to be taken to improve provision further?

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

- Ensure continuous learning opportunities by improving the the free flow of activities from the indoor to the outdoor play provision Improve the planning systems to ensure that activities consistently build on children's learning in order to facilitate their maximum progress

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the setting. Appropriate procedures are in place to protect the safety and welfare of the children. All policies and procedures have

been reviewed and updated. All staff take collective responsibility for care and safety of the children. Risk assessments are effective in ensuring children's safety in the setting and while on local outings to the park and library.

The setting supports children with special educational needs and/or disabilities, which include implementation of the strategies recommended by outside agencies. Activities promote inclusion and develop the children's independence. Children enjoy a good range of practical learning opportunities through taking part in events, such as, looking at cultural differences when celebrating festivals, such as, the recent Diwali and Halloween celebrations. They have access to resources that reflect diversity, which helps promote a positive attitude towards cultural differences.

Provision is effectively led as the management team has developed the overall awareness and understanding of the learning and development requirements for all staff within the setting. Planning affords inclusion of children's interests and incorporates learning across all areas. However, the planning systems do not consistently build on the children's knowledge and skills to ensure that the children make the maximum progress possible. The setting demonstrates a good capacity to make improvements. This is because all staff work well together as a team and consistently undertakes relevant training to improve their childcare practice.

Effective staff deployment ensures that children are well supervised and supported at all times. Suitable visual resources enable children learning English as an additional language, to make choices of circle time songs. Staff make good use of the good quality resources, such as, circle time balls and a range of construction sets to facilitate the children's social integration with each other. Subsequently, behaviour is good and relationships between children and adults are very positive. Self-evaluation indicates that the setting is well aware of the strengths and areas for improvement. As part of the process for continuous improvements, the setting has improved the assessment systems which track the children's progress. Children's achievements are well documented in the 'learning journey' and include samples of children's drawing, colouring and writing, together with observations from their starting points. Parents and carers are made very welcome and relationships are positive. Parents share valuable background information about their children when they commence the nursery. Their contributions enable staff to take account of the interests and individual needs of the children.

The strong partnerships with external agencies ensure that the unique needs of children with external agencies are effectively addressed. The positive links with local primary schools ensure the valuable exchange of information which contributes to the children's smooth transition into statutory school.

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

Children are happy and enjoy a variety of activities that promote independent learning. The programme and schedule of activities is well balanced, effectively meeting the needs of children attending the nursery. Good arrangements are in

place to observe and assess each child's achievements, interests and learning styles, so individual learning needs are being addressed. Activity planning takes account of the six areas with opportunities for meaningful learning opportunities.

Children engage well in chosen activities, they settle quickly to play and enjoy the company of others in a relaxed, friendly atmosphere. Children are also supportive and caring towards each other during activities and cooperate well with each other during play. They make full and effective use of the activities available to them and are skilled in using their imagination in role play situations, from dressing up activities to small-world play activities. Their communication and language is developing well, children are articulate and ask questions and are inquisitive. They enjoy taking part in group stories, sit and read stories to their peers and have fun during musical movement sessions. They enjoy the outside garden area, although, the free-flow of activities between the indoor and outdoor environment could be further developed.

Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. Lunchtimes are an additional option for all children and this is very much a social event where children bring their own packed lunches and sit around the table and talk to their peers and adults. Children feel safe in the setting, as adults establish close relationships with them, enabling children to readily approach adults and seek help if needed. Adults create an atmosphere and environment which enables children to play happily and co-operatively with each other and feel included and supported in all the activities. This is enabling children to enjoy their time in the setting.

Children demonstrate high levels of independence as they independently display their completed drawings, serve their own snacks from the snacks trolley, pour each other drinks and tidy up resources after use.

Children's good awareness of safety is developed through regular discussions about the important role of helpful community members, such as, police officers and fire officers. Children feel safe and reassured by the consistent adult care and support.

Children are developing awareness of healthy eating habits and enjoy active and enjoyable sessions through musical movement and local outdoor trips to the local park and library.

Children are improving their skills in using the computer and are developing awareness of number through practical counting, sorting and matching activities. Subsequently, they achieve well and have good opportunities to develop skills for 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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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