

Voyage @ Flash Ley

Inspection report for early years provision

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Inspector Shirley Wilkes

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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*.

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Description of the setting

Voyage @ Flash Ley Nursery opened in 2011. The group operate from a classroom within a primary school in Stafford. There is a fully-enclosed outdoor play area. The nursery serves the local and surrounding area.

The nursery is registered on the Early Years Register. A maximum of 16 children may attend the nursery at any one time. There are currently 35 children on roll. The nursery is open Monday to Friday from 7.30am to 5.30pm during school term time. Children are able to attend for a variety of sessions.

There are six members of staff, five of whom hold a childcare qualification to level 3 and one member of staff working towards a level 2 qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because useful information is obtained to meet children's individual needs. This promotes inclusion and supports their learning and development. Children's welfare is protected through effective practices. Documentation is maintained and all relevant policies and procedures are reflective of practice and suitably implemented. Children's care and learning needs are mostly met as the setting works very closely with parents and other settings children attend. Successful steps are taken to self-evaluate the provision for children and the nursery demonstrates a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to freely access resources to help develop their creativity
- organise resources and materials so all children can make their own choices.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their role in child protection, are able to put appropriate procedures into practice and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected, as the well-qualified staff team keep the premises very secure and supervise the children at all times.

Procedures for the recruitment and vetting of staff are in place, together with the effective procedures for the induction of new staff. The security of the premises is well maintained throughout. Risk assessments identify potential hazards and show how risks are minimised. All records relating to children's individual health and safety are well maintained. Consent to seek emergency medical treatment has been obtained. Written fire procedures are in place and regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children.

The setting strives to make the environment child friendly with displays of children's work, posters and age-appropriate resources set out around the room. This helps the children to settle happily. Children are able to choose from the resources and activities set out prior to their arrival and further resources are stored in draws and boxes however, younger children are not always aware of the contents of the draws and boxes which limits their free choice.

A key-person system is in place which helps the communication between parents and enables close bonds to form with children. Parents contribute to documentation which includes relevant information to enable staff to care for children according to individual needs. The use of a daily information sheet allows information to be shared. Parents receive good information about the setting through the use of the noticeboard which, for example, displays photos of the children at play. Parents are also encouraged to attend play days to join in their children's play. Staff recognise the importance of working with others and have made appropriate links with other early years settings which children will move onto, to aid in their transition. As a result, there is continuity of care and learning and a smooth transition as children move on in their education.

The management team and staff have begun to evaluate the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager.

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

Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Information of children's starting points and observations made during their play enables staff to plan the next steps in children's learning and development. This method is generally effective and as a result children make good progress.

Children benefit from a welcoming environment where staff are friendly caring and spend time interacting and supporting them as they play. Children are happy and quickly settle to their chosen activity. They have a positive attitude to learning and are developing a sense of belonging as they see their artwork displayed. Some children develop their independence as they choose what they play with and seek

further resources to enhance their play. Simple mathematical and scientific concepts are introduced during their everyday play and routines, such as when counting the keys to fit on the keyrings. Children develop hand control needed for writing as they access the chalk board and when colouring their pictures. However, opportunities for children to express themselves freely during art and craft are limited to adult-led activities. Their language skills are developing as staff engage in play with the children and take time to listen to them during their play when children share stories from home.

Children are beginning to develop their knowledge and understanding of the world as they watch and care for the goldfish and visit the farm to see the animals. They learn about a variety of cultural festivals and special events such as bonfire night creating artwork. Routines, such as snack time are used to support children's independence skills more effectively, for example, children are chosen to be star of the day and serve their friends drinks and snacks. Children's behaviour is good in the setting. They begin to understand the need to share and take turns appropriately supported by staff. Children are able to freely access the small outdoor play area for fresh air, exercise and to continue their learning. At set times, for more energetic play and to aid their physical development, children access the school playground and grass areas to use bikes and sit-and-rides.

Children are encouraged to follow effective hygiene routines, such as hand washing after using the toilet, nappy changes and before snacks and meals. The use of paper towels and liquid soap helps limit the risk of cross-contamination. The setting promotes healthy eating and provides a variety of healthy snacks, such as fresh fruit. Main meals are provided by the school or children may bring packed lunches from home. Children are able to freely access drinking water throughout the session to ensure they remain hydrated.

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

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| 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

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| 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

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| 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

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| 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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