

Freshwater Early Years Centre

Inspection report for early years provision

Unique reference number	119749
Inspection date	22/11/2011
Inspector	Michele Beasley
Setting address	All Saints C of E Primary School, 79 School Green Road, Freshwater, Isle of Wight, PO40 9AX
Telephone number	01983 755287
Email	
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).

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

Freshwater early years centre opened in 1993. It is a management committee run group and operates from a purpose built building in the grounds of All Saints Primary School in Freshwater on the Isle Of Wight. The setting includes a breakfast club which is open from 7.45am until 8.45am, a nursery which is open 8.45am until 2.45pm, an afterschool club which runs from 2.45pm until 5.30pm, and a holiday club which operates through the summer.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for no more than 60 children at any one time. There are currently 49 children on roll, 29 of whom are in receipt of government funding for three and four year olds. There are three children aged two years who receive funding for nursery education. There are systems in place for children who speak English as an additional language and those who have learning difficulties and/or disabilities.

There are 12 members of staff of which 10 work directly with the children. All staff hold early years qualifications, several to degree level. The setting receives support visits from personnel within the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the exceptionally inclusive environment where they access an extensive range of high-quality play and learning opportunities. Highly skilled staff who are extremely enthusiastic and dedicated work closely with children and their families to enhance children's care, learning and development. In addition, staff work very closely with the school on site and other early years and health professionals to fully support and promote children's uniqueness. Management are very proactive in involving everyone, including parents and children in the decision-making. As a result, the setting is well placed to make continuous improvement such as enhancing print around the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- create an environment consistently rich in print where children can learn about words, such as using names and labels

The effectiveness of leadership and management of the early years provision

Highly skilled staff place an exceptionally high emphasis on keeping children safe. There are detailed policies and procedures in place and staff attend training to keep their knowledge and skills up-to-date. As a result, any concerns with regard to children's welfare are immediately and effectively dealt with. Children's health is exceptionally well promoted. Staff ensure that they are fully informed about any medical or health requirements the children may have to enable them to meet these needs. Rigorous and robust recruitment and vetting procedures enable management to appoint highly skilled and dedicated staff. Parents have in put to enable them to be involved in the process. Thorough and detailed risk assessments are in place to ensure that the environment is safe, secure and well maintained. Individual risk assessments with regard to the children are in place to fully promote their safety.

There are very effective systems to monitor and evaluate the provision, including completing the Ofsted self-evaluation form. The systems involve parents, carers, children and staff in the decision-making. Morale amongst staff is extremely high and all staff work seamlessly together. There is an extensive range of high-quality resources which are easily accessible to the children enhancing their learning and development. Highly skilled and enthusiastic staff provide excellent levels of support to ensure that every child is fully included and is enjoying themselves. The space within the nursery is used exceptionally well to create different learning opportunities tailored to children's individual needs. The impressive well thought out garden provides an excellent extension for continuous provision in a relaxed, sensory and fun environment. Staff skilfully and effectively support and promote children's acceptance of equality and diversity by ensuring the uniqueness of each individual is valued and all children are fully included in all activities. The setting takes extensive steps to ensure the needs of all children are met as they adapt the environment and undertake additional training to ensure that the needs of the child are at all times their main priority.

Partnership with parents and carers are outstanding. They receive high-quality information about the setting and are encouraged to be completely involved in their child's care and learning. Parent's are given excellent opportunities to put forward their ideas and discuss relevant issues. For example, parents may complete questionnaires and are invited to open evenings, workshops and special events. In situations where parents may have difficulties due to family commitments, alternative arrangements are made to suit their needs. For example, by communicating via email. Each day staff talk to parents individually about what their child has been doing and suggest ways that they may extend and continue this at home. Parents contribute to their child's profile and have regular access to their child's progress records They feel staff are exceptional and nothing is too much trouble for them. As a result, they are confident their children are very happy in the setting. Staff develop secure relationships with the teachers from the school on site and other early years professionals that they work extremely closely

with to enable children to reach their full potential. Health professionals work closely with staff to form a collative shared way of working for the benefit of the children.

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

This outstanding setting provides high quality education and care. The staff clearly value each child as being uniquely special. A sensitively planned induction programme means that all children have a very happy and successful start to their education. Children develop a strong sense of security through close and caring contact with key adults who spend time with them and their families and whom they get to know really well. Children respond extremely well to simple rules that are in place to keep them safe. They wear high visibility tabards when on outings, learning about why it is important to listen out for traffic and to hold hands to cross the road.

Staff are enthusiastic play partners, happily joining in using utensils in play dough, mark making and playing with diggers in the sand. Parents feel valued and active partners because staff spend time with them to gather information about their children. Feedback from parents in questionnaires is exemplary giving staff ultimate respect. The vibrant learning environments are filled with excellent child initiated displays. This conveys the outstanding achievements of the children such as learning about nocturnal animals. Staff extend children's interest such as "ice". Transparent latex gloves are filled with coloured water then frozen. Children play with the frozen hands and with ice cubes. This activity is extended by gloves filled with rice and flour to extend children's curiosity. Children are starting to recognise their own names as they self-register. They have group times and one to one with members of staff to reflect on phonics and number recognition. Children use the computer with confidence, often selecting their own programmes and use the mouse with confidence.

The impressive "winter wonderland" outdoor area is adorned with children's artwork and decorations for Christmas. Children excitedly put on their wellington boots to go outside. They happily sit reading books on toadstools in the story area, sit in the wooden hut and mark make, plant fruit and vegetables and fill up their cars with petrol from the toy petrol pump. An outdoor wooden stage gives the opportunity for children to talk with confidence and produce their own plays. Children behave very well and work and play in harmony with no squabbling. Children have access to remote control toys and a range of programmable toys to stimulate and extend learning in all areas and develop valuable skills for future learning. Children are encouraged to talk and are able to express themselves. Their communication skills are fully promoted through pictorial signs. Some effective labelling enhances children's understanding of the written word, however this is not consistent throughout the nursery. Photographs show children enjoy stories with props. They have a wide variety of opportunities to be creative and self select as they paint, draw and make Christmas cards.

Assessment of children's learning and development is excellent so that children needing extra help or more challenge are swiftly identified. Children are proud of what they do. Staff are observant and note progress, recognising when a child masters a new skill or solves a new problem. Adults encourage children who are less sure of themselves to take part in alternative activities to help them gain in confidence and join in successfully. Children's junk modelling is displayed in the reception area as they are keen to show off what they have made to staff and visitors. This gives children an overwhelming sense of belonging. A wide range of activities and resources which portray positive images help children to learn about diversity. They celebrate special days and taste foods from different countries and see print in different languages. Children are learning some basic sign language which extends their knowledge of how we communicate in various ways.

Children's health and well-being are promoted very effectively. Children are developing an understanding of the importance of healthy eating through planned topics. These include visits to the supermarket to buy ingredients for cooking activities, planting and growing their own herbs and vegetables which are entered into a local county show. In the summer children are taken blackberry picking. They make their own milkshakes and smoothies from fresh fruit and are provided with a wide variety of other nutritious snacks. Children enjoy a wide range of energetic physical activities such as singing and dance and being taken swimming at the nearby leisure centre once a week. This contributes to their good health and physical development. They make and take their homemade soup on forest walks, to enjoy the benefits of den building, fresh air and exercise.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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