

Shaping Futures

Inspection report for early years provision

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Inspector Judith Rayner

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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

Shaping Futures is one of three nurseries run by Shaping Futures Limited. It opened in 2004 and operates from a purpose built building in the centre of Warsop, very close to the local amenities. This nursery works in partnership with Sure Start. A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year. All children have access to two secure enclosed outdoor play areas.

There are currently 34 children on roll. Of these, nine children receive funding for nursery education. Children attend a variety of sessions throughout the week. The nursery serves the local and wider communities. The nursery is able to support children with special educational needs and/or disabilities and also children and families who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 14 staff. There are 12 childcare staff, including the manager, whom hold appropriate early years qualifications. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel valued and are fully included in all activities and achieve very well. All children respond superbly to the outstanding care and support they are given. Partnerships with parents, carers, other professionals and schools are excellent in meeting children's overall needs. The manager is creative and knowledgeable in her role to ensure all staff are actively involved and understand the nursery's strengths and areas for improvement. Very effective self-evaluation procedures reflect the setting's excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increasing resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very effectively. This is because the staff are confident and knowledgeable of their role and responsibility to protect them from possible

harm. Staff diligently follow procedures should they have any concerns regarding a child in their care. A robust and detailed written safeguarding policy is in place, which is also shared with parents from the onset. Robust risk assessments are undertaken where children play. These include inside, outdoors and any outings, such as to the shops or local park. Rigorous recruitment procedures ensure that all adults working with children are suitable to do so. The safety and well-being of all children is highly maintained. This is because there is an effective induction process and all staff have ongoing appraisals. Excellent levels of supervision are maintained by the staff. This encourages children to take calculated risks whilst taking into account the children's age and ability. A fully comprehensive range of policies and procedures and in-depth documentation enhance the excellent practice. This ensures the safe and efficient management of the setting.

The manager values the individuality and skills of staff. She successfully promotes professional development through regular training, appraisals and staff meetings. The manager provides very skilled guidance to an enthusiastic, capable team of staff and leads them extremely well. The whole staff team work effectively together and show great commitment and dedication to supporting children and families. The organisation of resources, equipment and staff is excellent. Commitment to inclusion is very good. Staff work hard and are sensitive in raising children's awareness and acceptance of individual's differences and similarities. Most resources are in place to support this fully. A wealth of information, pictures and children's colourful art work is displayed around the nursery promoting a welcoming and informative environment. As a result, children's all-round development is successfully enhanced and their independence skills superbly promoted.

Partnership with parents is outstanding and feedback from parents is very positive. For example, staff are said to be sensitive, flexible and approachable. Parents feel their views and opinions are fully respected. They are also kept up to date with their child's development progress and needs. Excellent planning boards throughout the nursery illustrate purposeful activities and experiences tailored to individual children. The accessibility of information is further enhanced. Staff provide a wealth of written guidance on childcare issues, policies and procedures and the routines of the day. The relationship with the host school and children's centre is outstanding. This benefits all children, from using their facilities, effective communication and support between all settings.

Through highly effective self-reflection and evaluation, the nursery successfully makes continuous improvement. Significant changes to improve practice have been implemented extremely well. A new separate outdoor area for babies and a considerable increase in toys, resources and equipment benefit all children. All previous recommendations made at the last inspection have been addressed, indicating considerable benefits for all children. The staff team demonstrate a very high level of ambition to provide excellent care to continually improve outcomes for children. They work highly efficiently as a team, are well qualified and regularly attend training in order to develop their knowledge and expertise, enhancing further the outstanding provision.

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

The learning environment provided by the staff and their personal skills are excellent. Very good use of time, space, resources and planning enthuse children to explore and investigate. There is an excellent balance of child-orientated and adult-lead play. This ensures children have a wonderful and fun packed time at the nursery, as they learn through play. Rigorous assessments, observations and planning are all recorded in each child's profile and shared with parents. Staff skilfully implement the Early Years Foundation Stage Framework into their practice. Staff effectively plan a wonderful range of activities and experiences. These are purposefully tailored for individual children building on their interests. Children's levels of achievement are excellent in relation to their starting points and capabilities. All children feel secure, confident and happy and make significant gains in their learning and development.

Very secure relationships are forming between the children, their peers and staff. Children's behaviour is excellent. Their self-esteem is very high. Staff place a strong emphasis on personal, social and emotional development. Children learn to respect one another, take turns and share toys. Staff consistently praise and encourage children no matter how small the achievement and how young the child is. Children enjoy books, listening to stories and sing nursery rhymes. Staff consolidate children's communication and language skills further through very positive interaction. For example, babies are cuddled and staff use warm facial expressions and soft tones in their voice. Older children are encouraged to share ideas and develop their critical thinking during story and circle time. The mathematical skills of children are introduced from an early age. Babies and toddlers learn about numbers through counting bricks as they build towers. More able children problem solve completing four, six and eight piece jigsaw puzzles. Older children count the days of the week and name the numbers displayed on mobiles around the room. The free-flow between indoors and outside offers children great variety in their independent choice of play. Children explore with excitement, engaging in mark making on the chalk or graffiti boards, digging in the sand and exploring with differing textures, such as shaving foam. Running around in the fresh air and exercising, helps children learn about keeping healthy in a fun way. They attempt more challenging activities, such as scooters using their large muscle skills.

Children's welfare is promoted by the staff to a consistently high level. Children learn about keeping themselves safe and follow very good personal hygiene procedures, such as hand washing before eating. They participate in fire drills and help tidy away toys, so they do not trip over them. Children enjoy healthy, well-balanced food where meal times are a social affair. Staff are constantly alert to ensuring all areas of learning are incorporated into the child's day. Programmable toys are promoted very well. Babies push buttons to make lights flash and music play. Older children experiment confidently with excellent mouse control when using information and communication technology equipment. Children explore the wider world through wonderful activities and everyday tasks. They use sign language to communicate, participate in Indian dancing and try differing foods

from various countries. Through reflect discussions and photographs, staff enable children to remember and celebrate the activities that they have enjoyed. This also consolidates valuable learning about themselves and their world.

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

The quality of the provision in the Early Years Foundation Stage	1
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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

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