

# Gillingham Early Years

Inspection report for early years provision

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**Unique reference number**

EY434071

**Inspection date**

07/02/2012

**Inspector**

Jacqueline Mason

**Setting address**

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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

Gillingham Early Years registered in 2011 and is privately owned and managed. It operates from a room within the village hall in Gillingham, Norfolk. All children share access to a secure enclosed outdoor play area. The setting is open each weekday from 9.15am until 12.15pm and 1pm until 3.30pm, during school term times and occasional school holidays. A lunch session is also offered from 12.15pm until 1pm. Children can attend for a variety of these sessions.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children under eight years may attend the setting at any one time, all of whom, may be in the early years age range. There are currently 28 children on roll, all in the early years age range. The setting provides funded early education for three- and four-year-olds.

There are four members of staff, including the manager, who work directly with the children. There is also a 'bank' member of staff. All hold appropriate early years qualifications to a level 2 or 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is delivered exceptionally well to help children make rapid progress in their learning and development. All children are fully included and have excellent relationships with adults and each other. Staff work well with parents and outside agencies in order to meet children's individual needs and promote continuity of care. The health and safety of children is generally managed well and all policies and procedures, necessary for the safe and efficient running of the setting, are in place. Self-evaluation successfully identifies the strengths of the setting and areas for development, resulting in an action plan which is well-targeted to bring about sustained improvement in the early years provision.

## What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 17/02/2012

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

- ensure that risk assessments have been carried out for all outings.

## **The effectiveness of leadership and management of the early years provision**

Systems to safeguard children are well-implemented as staff have an up-to-date understanding of child protection issues. They attend regular safeguarding training to ensure that they are able to recognise signs and symptoms of abuse and know how to report concerns. All staff undergo an enhanced CRB check and a record of this is maintained. On-going suitability is monitored through regular staff appraisals and signed declarations of continuing suitability. Risk assessments are carried out to ensure that children are able to play safely both indoors and outside, although, risk assessments for outings are not so robust in order to ensure that all hazards are identified and minimised. Security of the premises is effective to prevent unauthorised access or children leaving the premises unsupervised.

All policies and procedures, necessary for the safe and efficient running of the setting, are in place and are shared with parents to help them make informed choices about their children's care and learning. Staff share children's achievements with parents and an effective key person system is in place, which ensures that each child has a named person to take responsibility for their day-to-day care and learning needs. Parents state that they find staff friendly, approachable and helpful and describe the setting as 'homely' and 'welcoming', helping their children to learn through activities and routines that are 'imaginative and creative'. Partnerships with others who provide care and learning for the children are effective, resulting in good outcomes to promote children's development and learning. Necessary documentation relating to children is in place, although, the layout of record forms means it is not clear whether parents give written permission for staff to seek necessary emergency medical advice or treatment. This has the potential to compromise children's well-being in an emergency.

The setting manager drives improvement well and staff work effectively as part of a team. Morale amongst staff is high, promoting an atmosphere that is relaxed, welcoming and an exciting place to be. The setting evaluates its practice critically using a wide range of methods. As a result, there is a clear, challenging but achievable, action plan for development to help them move forward in their continuous improvement to promote consistently good outcomes for children.

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

Children feel safe and secure in the setting and staff treat children with genuine warmth and positive regard. Children have excellent relationships with staff and each other and this is a key strength of this setting. Children play well together, cooperating in imaginative games, using small-world animals, sitting together to look at books and readily sharing popular resources. Any unwanted behaviour is managed sensitively by staff, taking into account children's ages and level of understanding. The exceptional organisation of consistent routines within the

setting, helps children to develop a strong sense of belonging.

Children show high levels of independence, curiosity and concentration. They are effectively supported by staff who are motivated, enthusiastic and confident to deliver the Early Years Foundation Stage. The quality of teaching is exceptional and staff work closely with parents to establish children's starting points, their likes and dislikes. As a consequence, staff plan effectively to provide each child with an individual play plan, ensuring activity ideas are built around children's interests, the consolidation of what they already know and the next steps in their learning. The educational programme reflects rich, varied and imaginative experiences, that stimulate children's curiosity to help them make rapid progress in all areas of learning and development. Activities are fully evaluated and children's learning rigorously observed and assessed, to ensure that future planning promotes the next steps in their learning, using 'possible lines of development' as a basis for this. All staff know the children very well and skilfully adapt activities, both child-initiated and adult-led, to enable children to participate at their own level.

Staff provide experiences that stretch children's learning through asking extending questions to develop and challenge their thought processes. The environment is very much child-led, with staff showing a clear understanding of how children learn and progress. They provide resources to promote children's curiosity, such as, bringing in snow in a builder's tray from outdoors for children to explore and talking to them and encouraging them to consider why the snow melts. The wider world is promoted well, helping children to develop positive attitudes to others and increase their understanding of their own customs and cultures as well as those of others. Older children are able to write recognisable letters and younger children are encouraged to explore mark-making. They enjoy books and sit in the reading area in small groups, looking at books and following the illustrations to retell stories. Children are developing skills for the future and have access to computers, programmable toys and play equipment, such as, a role play toaster. They confidently use mathematical language in every day play and routine situations, recognising and naming shapes and counting with assurance.

Children's health and physical needs are met to a good standard. Children have ownership of their health and well-being. They understand the importance of good personal hygiene and a 'rolling-snack' programme means that children are able to eat and drink when they want. Children sit together with staff at lunchtime and this time is promoted as a social time when staff and children talk about what they have done during the morning session. Children have free-flow of movement between indoor and outdoor spaces, helping to promote independence and choice. In addition, when the weather is very cold or wet children are given the choice whether they want to be active outdoors or if they wish to use the large hall instead. At the time of this inspection, children decided that they did not wish to go outside announcing 'it is too cold!' Their choice to play indoors is respected and staff bring outdoor toys indoors. Staff also organise games and activities, such as, 'We're going on a bear hunt' that children join enthusiastically, with the younger children copying the older ones to follow and learn the actions and words.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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