

Violet Lane Nursery & Violet Way Out of School Club

Inspection report for early years provision

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Inspector	Parm Sansoyer
Setting address	Violet Way, Stapenhill, Burton upon Trent, Staffordshire, DE15 9ES
Telephone number	07757 636041
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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

Violet Lane Nursery and Violet Way Out of School Club opened in 1997. The setting is run by a Board of Trustees and operates within Violet Way Infant School. The nursery operates from a self-contained area within the school and has the use of the computer suite, library and hall. The club and holiday play scheme operate from the dining room and school hall. All children share access to the school playground and playing fields. Children attend from the local and surrounding areas.

The setting is registered to care for a maximum of 60 children from three years to eight years, at any one time. The admissions policy allows children up to 11 years to attend the club and holiday play scheme. Currently there are 85 children on roll of whom 72 are from five to eight years and of these 27 are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language

The club opens weekdays from 7.15am to 8.45am and 3pm to 6.15pm during term time. The holiday play scheme operates during the Easter holidays and half term holidays from 8am to 6pm. The nursery is open from 8.45am 3pm term time only. Children attend for a variety of sessions.

The setting employs seven staff who work directly with the children. Of whom three hold a qualification at level 4 in early years and are working towards a qualification at level 5 in early years, three hold a qualification at level 3 in playwork and one is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptional organisation of the educational programme offers rich, varied and imaginative experiences that help children make outstanding progress in relation to their starting points. All children play a dynamic role in their learning responding to challenges with great enthusiasm. An extremely professional and dedicated team endeavour to maintain the highest possible standards of safety, care and education. The organisation of resources is mostly highly effective to offer children choice and fully extend learning. Partnerships are excellent at all levels which contribute significantly to meeting the needs of all children attending. All aspects of leadership and management are exemplary.

What steps need to be taken to improve provision further?

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

- develop further the role play areas to offer an extended range of resources to further promote children's play and learning.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are implemented consistently to ensure any concerns are prioritised and dealt with effectively in relation to child protection issues. A designated team member who is very knowledgeable about child protection concerns takes a lead responsibility for safeguarding issues. All the key staff have a comprehensive awareness of safeguarding issues and how to implement the safeguarding policy and procedures. Highly effective recruitment, vetting and induction procedures are in place. Staff are extremely vigilant about the children's safety and carry out daily safety checks of the environment including robust written risk assessments, which are conducted of all areas used and any outings undertaken with the children.

Inspirational and innovative teaching motivates children to make significant gains in their learning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, the routine of the day and experiences on offer provide a clear focus on fully extending children's communication, numeracy and development in information and communication skills. The environment both indoors and outdoors is managed very well and outcomes are clearly attributed to the excellent use of resources and the highly effective deployment of staff. Assessment through high quality observations is rigorous and the information gained, is used effectively to track children's progress and guide planning.

A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. All children including those with special educational needs and/or disabilities and those with English as an additional language are extremely well supported through the staffs exceptional liaison with parents, carers and other professionals and agencies. Staff formally share all aspects of children's learning and development with parents and carers, who greatly benefit from the outstanding support and guidance they receive. Parents and carers are regularly consulted and heavily involved in decision making and shaping the service.

Leaders and managers are exceptionally successful in inspiring the staff team to work towards meeting and sustaining ambitious targets. Consequently the capacity to maintain continuous improvement is excellent. High expectations and standards are embedded across all areas of practice with a clear and achievable plan which is accurate, realistic and challenging.

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

Children's personal, social and emotional development and the extent to which they make a positive contribution is excellent. Children display high levels of independence, curiosity, imagination and concentration. They work exceptionally well independently and with their peers showing excellent negotiation and co-operation skills. All children are involved, busy and occupied with the wide range of opportunities on offer to them, within this exciting and stimulating environment. Behaviour is exemplary due to the staff's consistent approach.

Children's communication, language and literacy is supported extremely well. Children competently speak and listen in a range of situations for a range of purposes and are supported well to gain their confidence and disposition to do so. Children build excellent foundations for early literacy through making sense of visual signs and symbols and use an extensive range of opportunities to engage in mark-making both indoors and outdoors. Daily story and singing sessions are warmly received by all the children which are often linked to the topic to reinforce learning. More able children rapidly learn about and begin to link sounds to letters due to the focus staff place on this. For example, children competently play a sound game as they consider the initial and end sound of words.

Children's problem solving, reasoning and numeracy is fostered extremely well. Children have sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language. Children show a keen interest in counting, shape, pattern, size and explore measures, weight and capacity through an extensive range of practical meaningful experiences. Staff use creative strategies to make numbers fun and a real emphasis is placed on children problem solving during the daily routine.

There are excellent opportunities provided for children to increase their knowledge and understanding of the world. The woodland area and 'forest school' sessions offer enhanced first hand opportunities to explore and find out about plants and creatures in the natural habitat. Children rapidly begin to know about their own cultures and beliefs and those of other people because staff positively use a range of meaningful experiences, which are enjoyed by the children. Children benefit from staff who are skilled in using information and communication technology to support children's learning. Consequently, children show an increased confidence and skill in using the computer, mini laptops and programmable toys independently.

Children's creativity is extended very well as they use their curiosity and exploration as they play. They have good opportunities to share their thoughts, ideas and feelings through using a broad range of art and craft, music, dance and

small world toys. The role play areas are popular with the children but do not always offer an extended range of resources to further develop their play and learning. Children attending the out of school club and holiday play scheme equally benefit from a broad range of creative experiences and activities.

Children have an excellent understanding of how to stay safe and this is demonstrated well through their play. For example, children learn how to manage risk as they learn how to stay safe when using the woodland area and during the 'forest school' sessions. The extent to which children adopt healthy lifestyles is outstanding. All children benefit greatly from using challenging outdoor environment and indoor physical activities to extend their physical skills. A clear eco programme means children learn how to make small changes to save water, energy and recycle items. Children show a comprehensive understanding of making healthy choices and an understanding of the benefits of fresh produce. They successfully develop outstanding skills for future through becoming active, inquisitive and independent learners.

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