

Shaping Futures

Inspection report for early years provision

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Inspection date 27/03/2012
Inspector Tina Garner

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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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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 opened in 2002. It operates from the Mansfield I Centre at Oakham Business Park in Mansfield, Nottinghamshire. The nursery is a purpose-built unit on one level. It serves the local and surrounding areas. There are four group rooms where children attend and they also have access to toilet facilities. There are three fully enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to offer care for a maximum of 67 children at any one time. The setting also cares for children aged over five years. There are currently 85 children aged from six weeks to under eight years on roll. The nursery is able to support children with special educational needs and/or disabilities, and also children who speak English as an additional language. It is open Monday to Friday between the hours of 7.30am and 6pm, with the exception of Bank Holidays. Children attend a variety of sessions throughout the week. The 'Shaping Futures Bus' takes children on small trips and takes and collects them from local schools.

There are 20 members of staff who work with the children, 18 of whom hold early years qualifications to level 2 or 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this welcoming and stimulating nursery. They have access to a good range of age-appropriate resources, play opportunities and activities which encourage them to make progress in their learning and development. Policies and procedures are generally effective to support the running of the setting and the promotion of children's health, safety, welfare and enjoyment. The staff work in partnership with parents and other professionals to ensure that children's individual needs are appropriately met. The nursery gives consideration to develop its practice through staff training; however, systems of self-evaluation are not fully effective in identifying and implementing steps which promote improvement.

What steps need to be taken to improve provision further?

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

- develop staff skills of undertaking sensitive observational assessments of children's progress, using the information gained to clearly identify and prioritise next steps in learning and plan a range of activities to support each child
- develop parents' contribution to the Learning Journeys to support staff in

- assessing children's starting points and their ongoing development
- develop further systems for self-evaluation to identify strengths and weaknesses and implement plans which bring about further improvement.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of child protection issues and know the appropriate procedures to follow should they have a concern about a child in their care. A clear and concise safeguarding policy is in place and staff have attended additional training to update their knowledge. Children are further safeguarded by appropriate recruitment and vetting procedures, including effective induction procedures for new staff working at the setting. The staff regularly assess potential risks to children and have implemented effective procedures to minimise these at all times. There are clear procedures to ensure children are collected only by authorised people, and passwords are used when necessary for extra protection. The premises are welcoming and promote a child-centred approach which enables children to be independent and feel secure. Toys and resources are of good quality and are well used to support children's learning and development. This, along with the effective organisation of the environment, supports children to become independent learners and develops their confidence.

Children take part in a broad range of activities that offer suitable levels of challenge and are appropriate to their age and stage of development. They take responsibility for choosing what they do and are interested and motivated to learn. Children's artwork is well presented and displayed throughout the setting to boost their confidence and self-esteem. Mainly appropriate channels of communication between staff and parents ensure key information is exchanged and that parents are kept informed about their children's daily achievements and care needs. However, information does not extend to include information regarding what children can do in relation to their starting points and ongoing development. This limits the settings ability to ensure children's developmental needs are fully understood and met. Staff work appropriately with other professionals to support individual children and enhance their own practice. Children's individual interests, backgrounds and cultures are considered when planning themes and projects, valuing diversity within the group.

Recommendations raised at the last inspection have been successfully addressed. Systems for monitoring and evaluating the quality of the service provided are in place, although these are not yet fully effective in identifying and implementing steps which promote all relevant improvement.

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

Joint planning by all staff in each group room results in themes being chosen and developed. Key activities ensure that children's interests and general aspects of the areas of learning are covered. This ensures that children enjoy their play and have

appropriate opportunities to consolidate their incidental learning. Staff observe each child and use these observations to plan some next steps for individuals. However, comprehensive initial assessments are not in place and children's ongoing progress is not consistently assessed to ensure their next key steps are fully understood. This prevents staff from planning robust challenges for each child to help them make as rapid progress as possible.

The learning environment is a colourful and stimulating place that reflects many of the experiences that children have had through displays of their work. Children enjoy themselves and are engrossed in activities which they choose. They have great fun exploring the well-equipped outdoor environment and use climbing equipment, wheeled toys and push alongs with gusto. Good opportunities are provided for children to join in creative activities. For example, they use media, such as sand, water and shaving foam, and enjoy joining in collage activities to create items for their spring display. Babies and young children show their delight when using various sensory toys and resources, including recycled household items, and good opportunities are provided for them to investigate and explore their environment. For example, toddlers explore wooden spoons, pans and sand-filled bottles which are hung around the perimeter fence in the outdoor play area.

Children's mark-making skills are fostered with a variety of materials available on a daily basis, such as, paintbrushes, pencils, crayons and chalks. They enjoy looking at books and have access to a variety which are attractively displayed in each playroom to entice children to use them. Children's simple mathematical development is encouraged through daily routines. Older children can count confidently and show increasing skill in recognising and using numbers to support their play. For example, they begin to recognise numbers displayed around their environment, and compare, sort and calculate as they use different equipment and construction sets. Children enjoy participating in singing sessions and competently clap and use bells, shakers and tambourines to tap along to familiar tunes. Pre-school children are gaining an understanding of the world they live in and have planted seeds and watched them grow. They are learning to respect each other and have access to a variety of resources that promote positive images of diversity, including books, dolls, dressing up, role play and figures.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. They are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and the staff are trained in administering first aid. Children are actively learning about the benefits of a healthy lifestyle through discussions and planned activities. They are provided with a variety of healthy nutritious snacks and meals which are freshly prepared daily. Drinks are readily available and the staff are fully aware of each child's individual dietary needs and ensure these are met.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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

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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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