

Casper Nursery

Inspection report for early years provision

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EY441472

Inspection date

19/06/2012

Inspector

Cilla Mullane

Setting address

Capel-le-Ferne Cp School, Capel Street, Capel-le-Ferne,
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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

Casper Nursery opened in 2012 and is one of two settings owned by the same company. It operates from premises set in the grounds of Capel-le-Ferne Country Primary School in Folkestone, Kent. In addition to the nursery, there is a breakfast club, after school club and a holiday playscheme for children who are in full-time education. There is a fully enclosed outside play area which is accessible to all children.

The setting is open five days a week from 8am to 6pm for fifty weeks a year, with the nursery operating from 8.45am to 3pm. A maximum of 30 children in the Early Years age range may attend the setting at any one time. There are currently 28 children in the early years age group on roll. The provision is also registered on the compulsory and voluntary parts of the Childcare Register, and 39 children attend the out of school clubs.

There are five staff, who are all qualified to level 3. Company managers have early years professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's progress from their individual starting points is generally good, with a minor weakness in the promotion of problem solving, reasoning and numeracy. Children form strong bonds with adults, who interact skilfully with warmth and humour, so children are settled, motivated and confident to initiate their own play and learn independently. Children's welfare is protected well, with a minor omission in required paperwork. The environment, especially the outdoor nature area, is exciting and well resourced, but sometimes children are not able to make full use of both rooms indoors. Effective partnerships with parents ensure that they are included in their children's care and learning. A wide range of effective systems are used to monitor the provision, resulting in ongoing improvement and development.

What steps need to be taken to improve provision further?

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

- request parental permission to seek emergency medical advice or treatment (Safeguarding and welfare).

17/07/2012

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

- improve opportunities for learning in the area of problem solving, reasoning and numeracy
- review staff deployment to improve the use of the environment.

The effectiveness of leadership and management of the early years provision

Children are safe and secure in the nursery. Risk assessments have been carried out, leading to thorough procedures to check the premises daily. The suitability of adults has been checked. Staff are familiar with procedures to safeguard children, and have access to up-to-date information regarding child protection issues. Parental written permission to seek emergency medical advice or treatment is not requested, which has the potential to compromise children's safety, and which is a breach of the Early Years Foundation Stage requirements.

Staff are well qualified, experienced and competent. They are well supported by management, who offer training and delegate responsibilities. This makes staff feel valued. Staff and management share responsibility for constantly improving and developing the nursery. Recent improvements include making the book area very attractive for children, which has resulted in them making better use of books, and using the area for chats with each other. Staff monitor children's progress, and as a result, identified gaps in their learning in their ability to link sounds and letters. Support from the local children's centre was sought, and now staff use good techniques to help children develop in this area. They have set up a toddler group, which improves relationships with parents, and eases children into the nursery. There are challenging plans for the future, such as revamping the outdoor area, which will directly improve outcomes for children.

The nursery is inclusive, valuing all families. Children gain a good sense of community, and often go out into the local area, meeting other people at the library, church and farmers' market. Resources and displays in the setting show positive images of diversity. A trained special educational needs coordinator liaises with other professionals, so that children get the support they need as early as possible.

The environment is well organised to allow children to move around freely and safely, with access to the garden. The natural area outside is especially exciting, and here children plant and grow. They are fascinated as they chip pieces of bark from a tree stump to find bugs, and watch water boatmen in the pond. Resources are plentiful, and children make the most of these, moving them around to support their chosen activity. For example, tyres become horses, and children trot them around outside. There are unusual resources which can be used for open ended activities. For example, water pipes and joints and crates are used to make a house. Staff are very vigilant about children's safety, and make sure they are supervised at all times. However, on occasion this is only possible by shutting off one of the rooms, which takes children away from chosen activities.

Parents are included in their children's learning. For example, they contribute

photographs of 'wow moments' at home, which staff use to plan for individual children. Parents appreciate the way that the staff look at the children as individuals, and are flexible in their care. They feel well informed about their children's learning, and understand their children's progress records, having had the areas of learning explained to them. They feel that staff are caring and supportive, and have time to discuss problems. Strong partnerships with other professionals, such as the local school, local authority workers, and staff at the nearby children's centre, result in nursery staff having access to a wide range of advice and expertise. This enables them to meet the individual needs of children and their families.

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

Children's progress is carefully observed and recorded, and records demonstrate that they make good overall progress in most areas of learning. The exception is the area of problem solving, reasoning and numeracy, where there are some gaps. Children really enjoy learning through play, as staff use their good knowledge of individual children's interests and learning styles to plan relevant activities.

Adults interact with children skilfully. They ask open questions. For example, when a child finds a broken toy, an adult involves him in working out the best way to fix it and he concludes that sticky tape would work. Children show wonder as they explore the natural area outside. They eagerly search for insects, know their names, and become extremely excited when they find a woodlouse, shouting 'I've found a massive one!' Children display a good sense of humour. At snack time they pretend to be animals, laughing as they make cow and pig noises alternately.

Children show that they feel safe in a routine. They show an understanding of time as they chat about having another play then it is home time. They move the picture time line as they pass, to show the correct activity. Children learn about their own personal safety, because adults make the most of opportunities to remind them. For example, children are reminded not to put anything around their necks. The key person system is effective in enabling children to form bonds with adults; they meet daily in their key person groups for a chat or a story. Children are spontaneously kind to one another. They help the youngest children without being asked, and they alert an adult when they see another child is unhappy.

Children's relationships with adults are positive and warm. They are quick to approach adults if upset, and enjoy a reassuring cuddle. When new staff arrive in the afternoon, children become very excited, and welcome them enthusiastically. Children gain confidence and self esteem as a result of staff's appreciation of what they say and achieve. Children who bravely sing in front of the group glow with pride when everyone claps. The nursery rules are understood by the children. They describe where they may or may not safely ride bikes. They show an understanding of sharing and taking turns as they describe children getting off the bikes so they 'can have a go'.

Children are keen learners, independently initiating their own activities, which will help their future learning. Their computer skills are developing as they ask an adult for help, saying 'can we work this out please?'

The importance of a healthy lifestyle is promoted. Children understand the effect of exercise on their bodies, saying 'I'm sweating!' as they come in from the garden. They explain to adults that soap 'gets the germs off' their hands. Children play with real pots and pans, and adults find a recipe book, and pretend to cook healthy food. A lovely growing area outside shows children how vegetables grow.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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