

Boomerang Safeplay Centre

Unit 7/8, Merlin Way, Bowerhill, Melksham, Wiltshire, SN12 6TJ

Inspection date	01/11/2012
Previous inspection date	11/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel comfortable and secure and make satisfactory progress in their learning.
- Parents speak positively about the nursery and the staff in particular.
- The staff work well together and are committed to continuous improvement of the provision.
- Children are independent and are able to make choices in their play.

It is not yet good because

- Children are not assigned a key person when they first start attending the nursery.
- Observations of children's progress are not sufficiently assessed to plan for individual children's next steps, and do not include the views of parents and other providers.
- The outdoor play area does not provide a rich and challenging environment to extend children's learning outside.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children in each age group within the nursery unit.
- The inspector had a meeting with the owner and the manager and carried out a joint observation during the lunch period with the manager.
- The inspector spoke with parents to gather their views about the nursery.
- The inspector sampled documentation including children's records, the record of staff clearance, planning,
- The inspector had discussions with staff during the inspection.

Inspector

Karen Prager

Full Report

Information about the setting

The Bommerang Safeplay Centre includes Little Joey's Nursery and Didgeridoo after school club. Didgeridoo registered in 2001 and in May 2012 the registration was extended to provide care in the nursery unit for younger children. It is situated on the light industrial estate at Bowerhill, near Melksham and serves the town of Melksham and the suburb of Bowerhill. The majority of the children's time is spent upstairs. Children also have use of

the soft play area, activity rooms and outdoor play space. Access to the nursery and after school club is by stairs or a lift. Boomerang Safeplay Centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Little Joey's Nursery offers care to children all year round, with the exception of Bank Holidays. The nursery opens Monday to Saturday from 7.30am to 6pm. There are 12 staff who work with the children, of which nine have childcare qualifications. The manager has a level 5 qualification in Early Years and Childcare. The nursery receives funding for the provision of free early education to children aged three and four. Didgeridoo after school club and holiday club offers care to school age children. Care is offered in the school term from 3pm to 6pm and in the school holidays from 8am to 6pm each day. There are 56 children on roll in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure parents and/or carers are informed of the name of the key person when children start attending the provision.
- ensure observations are assessed to provide an accurate understanding of all children's abilities, skills and progress, and plan learning experiences for each child based on those observations.

To further improve the quality of the early years provision the provider should:

- develop the outdoor environment to fully support children's all-round development
- extend links to all other providers who share the care of children to promote the sharing of information, including children's next steps in learning
- develop the partnership with parents by seeking information about children's developmental starting points and enabling them to contribute to children's assessments.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children happily attend the provision. Children gain a sense of belonging as they hang their coat and bag on their named peg. They are welcomed as they enter and quickly settle to an activity. Children make satisfactory progress in their learning and

development. Staff gain information about children's development regarding sleep and feeding, and activities they enjoy, but not about children's prior skills, knowledge and understanding when they start attending the nursery. In addition, observations do not provide an accurate assessment of what children can do, to help staff consistently plan for their next steps.

Children select from appropriate, freely chosen, activities. They are encouraged to take part in activities that interest them, such as outdoor play sessions. Staff engage well with children, talking with them as they play. They enjoy playing in the large sand pit outside, and climb on the large equipment. Babies laugh as they engage with a member of staff playing peek-a-boo. They crawl inside the play tent then pop out their head out, seeking the attention of staff. This shows that they are confident explorers and form positive relationships with those who care for them.

Staff take the older children to play in the large outdoor play area. The children learn about keeping themselves safe. They tell the staff when they see some fungi growing, as they know that this might not be safe for them to touch or eat. They search for small insects and snails. However, resources in the outdoor area have not been extended to include all areas of learning. Staff encourage children to extend their learning about autumn at home and one child is pleased to bring in leaves and teasels to share with the other children. The autumn learning continues indoors where children play with the leaves, and make models of hedgehogs.

The pre-school leader has high expectations of children's behaviour when they sit together before lunch. Staff support children to choose their activities which encourages children's active learning. Children select scissors and ask for paper to cut. They sit and concentrate, commenting on what they are doing and enjoying the success of their work. Babies move freely around the room. They pull up to large toys and seek support to climb on the rocker. They seek familiar staff when they need comfort. Staff observe what children can do, and are able to talk about some areas of children's development. These observations are not yet used effectively to monitor progress. As a result, children's learning is variable. Staff are aware of the need to provide a summative assessment to the parents of children who are two and a system is in the early stages of being established to provide this information.

Staff work well to support children who have an identified need. For example, they meet with other professionals who share their care to exchange information and they use this to plan suitable activities of the children. Staff talk to parents about what the children have been doing during the day and encourage them to share what children have been doing at home. This helps parents to be involved in their children's learning.

The contribution of the early years provision to the well-being of children

Children settle well because they have arranged visits before they start to attend and become familiar with the staff and surroundings. They are encouraged to take part in activities that interest them, such as outdoor play sessions. Staff spend some time with

the parents before children start to attend to find out individual children's needs and routines. There is a key person system in place. However, children are not assigned a key person until several weeks after they start attending, which is a breach of requirements.

As children grow, they develop some skills in independence as they select toys from around the room. Most days the older children are given small bottles from which they learn to pour their drinks. They are not always encouraged to develop independence by putting on their own shoes or assist in preparing the table for lunch.

Children move freely around their rooms and interact freely with staff showing that they feel safe. Staff help them understand about keeping themselves safe when they walk down the steps to the outside, and they know to hold the rail. Through gentle reminders, they know that they must not run indoors because they might hurt another child. Children behave well and respond to instructions, for example, to sit straight on the mat before they go to wash their hands. This helps children to learn acceptable boundaries for behaviour. Children eat a healthy range of freshly cooked meals and tuck into light snacks of fruit or bread-sticks and humus.

The resources are of good quality. They are easily accessible to children which means they can choose what they would like to play with. The playrooms are set out to be interesting for the children and bright displays show children's work is valued. Staff encourage children to manage their toileting, to listen to instructions and develop positive relationships with their peers which helps children to adequately develop the skills they need for school.

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

The manager prioritises the safeguarding and welfare of all children. There are secure procedures to ensure staff are suitable to work with children. Safeguarding policies and procedures are consistently implemented and all members of staff have a clear understanding of the procedures to follow if they have any concerns about a child. This helps to protect vulnerable children. The setting has only recently begun to care for a wider age range of children and systems to fully promote learning and development are still being established.

The manager has a generally good understanding of her responsibilities. The manager has high aspirations for the nursery and has recently formulated a set of values for the nursery. and many improvements have taken place since the opening of the nursery. However, observation and assessment are not sufficiently monitored to make sure they are staff have an accurate understanding of all children's skills ability and progress. This means that not all children receive targeted support to meet their individual needs.

A developing self-evaluation system helps to support the provision for children and the views of staff are sought. The recent extension to the provision to include a full day care nursery has led to many changes of the overall provision and the nursery manager now

oversees the out of school provision. Some plans for future development have been identified to drive future improvements. This demonstrates a satisfactory ability for continuous improvement. There is a well-qualified and developing staff team. Secure induction procedures means that staff are clear of their role. They work well together and regularly attend training to extend their professional knowledge. This demonstrates a satisfactory ability for continuous improvement.

The manager has secure partnerships with the local authority development and advisory workers. However, partnerships with other early years providers children also attend are not fully established. This potentially affects the consistency provided in both their education and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	145794
Local authority	Wiltshire
Inspection number	843160
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	56
Name of provider	Gary Cooke
Date of previous inspection	11/08/2009
Telephone number	01225 702000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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