

Linton-On-Ouse Children & Family Services

Swordfish Block, RAF Linton-On-Ouse, York, North Yorkshire, YO30 2AL

Inspection date

16/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show good levels of independence and confidently explore a stimulating, high quality, well-resourced and accessible learning environment, which successfully promotes independent learning.
- All children make good progress in their learning and development and they engage in an interesting range of hands on learning experiences. Their communication, language and problem solving skills are very well supported through highly effective teaching techniques.
- Children's individual needs are effectively met. The nursery works in close partnership with parents, carers and other professionals involved with the children, for the benefit of each child's continual welfare and learning.
- Highly positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to extend the learning experiences of younger children in the outdoor area.

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 activities in the two sections and observed both outdoor areas. A tour of the premises was completed.
- The inspector held meetings with the manager and area manager. The inspector spoke with the staff and children in the different rooms, including key persons, at appropriate times throughout the inspection.
- The inspector looked at relevant documentation which included, evidence of the staff suitability checks, the nursery self-assessment/action plans, supervision systems and training records, children's observation, assessment and planning records. A representation of the nurseries policy and procedures documentation was seen.
- The inspector took into account of the views of parents and carers spoken to on the day and documentation that further supports communication with parents.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Linton-On-Ouse Children and Family Services was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is managed by 4Children, a registered charity, with an employed manager. They are situated in the Swordfish Block on the Royal Air force base at Linton on Ouse a village in North Yorkshire. The nursery serves the local and surrounding areas and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs 10 members of child care staff. Of these, all hold appropriate early years qualifications at level 3, the manager and one practitioner have a degree.

The nursery provides care Monday to Friday all year round from 7.30am until 6pm, all year, except for Bank Holidays and Christmas week. Children attend for a variety of sessions. There are currently 45 children attending of these 37 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special needs and/or disabilities. There is out of school provision available for children who attend school.

What the setting needs to do to improve further

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

- extend the outdoor learning opportunities for the younger children; for example, by enabling their independent access and organising the outdoor space to benefit the unique requirements of the younger children and babies.

Inspection judgements

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

The staff team hold a secure understanding of how young children learn. There is a strong focus on supporting children's personal, social and emotional and physical development, and their communication and language skills are fostered effectively. Children benefit enormously from a good range of high quality resources and learning spaces. Good use is

made of free-flow between the indoor and outside environments for the pre-school children. This enables children to follow their interest as they decide where to play, and allows them to explore things on a larger scale while outside. Children are able to investigate the world around them through carefully planned outdoor activities. For example, they have opportunities to visit different areas of the base to see the planes and fire station. Consequently, children are confident and curious learners. The staff place great importance on supporting children's physical development. The children enjoy being active and learn about the importance of exercise as they play. The pre-school children have good access to the outside play area, where they show good control and coordination as they negotiate pathways and use wheeled toys in the outdoor area. The designated outdoor area for the younger children and babies, is not so enabling in supporting their learning in all areas. Nevertheless, staff do ensure that the younger children have closely supervised access to outside physical exercise at times during the day.

Good teaching techniques support children's progress so that they securely acquire the necessary skills, attitudes and dispositions to take them to their next stage of learning. Children are given close, individual attention and adult communication is weighted towards listening and open-ended questioning that extends children's thinking. There is a good mix of child-initiated and adult-led activities that effectively progress children's learning and development in all areas of learning. Staff encourage children to express themselves in songs, stories and rhyme. The highly effective organisation of furniture and play equipment into communication friendly spaces in the playrooms encourages children to talk to each other. For example, children hold conversations as they use the computer or cooperatively build in the construction area. They have many opportunities to experiment with paint, a wide range of different painting techniques are available for the children to freely access. The staff organise small group activities, such as taking off their shoes and socks to enjoy an activity that makes them think about mixing colours and extending their vocabulary with words like 'Squidgy on the toes', 'Green feet, it's the Hulk' and 'It's wobbly'. The staff work effectively with the children and involve them to think about managing their own safety, asking 'How are we doing to do this', when the activity is exciting and lots of fun.

Staff carry out regular quality observations and assessments to monitor children's progress, which are also used to identify learning priorities. Each child has a well-presented 'Learning Journey' development file. These contain positive comments about achievements, illustrated by photographs of children busy and engaged in their experiences. The staff use their observations of children efficiently to plan learning experiences tailored to meet children's individual needs, particularly in the prime areas of learning. Information is provided by parents about children's interests and care routines when they first join the nursery. Transition is fully supported. A number of the children move to the nursery, from many different childcare providers throughout the United Kingdom and from other countries round the world where their families have been based. They are very proactive in gaining the information from previous nurseries to enable a smooth transition for the children and their learning and development is fully supported. As a result, children are making good progress. The staff's initial assessments of children's capabilities are precise and sharply focussed. This results in learning experiences that have sufficient challenge and are matched to children's needs from the start.

The progress checks for children who have reached the age of two have been implemented. These enable staff to identify any individual falling behind their peers or below their expected achievements. There are good arrangements in place to support children with special educational needs. The nursery is proactive in supporting children with English as an additional language. The nursery liaises with the area special educational needs coordinator from the local authority to ensure that the need for additional support is identified and promptly referred to the appropriate professionals. The key person system effectively supports engagement with all parents. Staff share information about children's progress and achievements verbally each day and more formally through a review process. A member of staff has taken on the role of Parent Liaison to support children and families who have parents working away from home. Parents can view their child's development records at any time as these are easily accessible. They are also invited to contribute their comments about children's experiences and learning at home. Books are available for parents with words to songs the children learn at nursery to enable them to support their children at home.

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

Children form warm relationships and settle quickly in the nursery due to the well-established key person system. Staff are very sensitive to children's and parent's needs. There are clear settling-in procedures and staff welcome parents to have visits until their child feels secure. The 'Stay and play' group that runs from the upstairs room in the nursery, gives the opportunity for parents and children to become familiar with the setting and the staff before they join the nursery. Children demonstrate they feel safe and have a strong sense of belonging as they follow familiar routines and look for their photographs above their coat pegs. They are polite and listen attentively to the staff's instructions. The staff are respectful of the children and they treat them with warmth and kindness with clear boundaries identifying what is and what is not appropriate behaviour. Praise and encouragement is used effectively to help support children to take turns, to share and to be aware of each other's needs.

The staff place great importance on supporting children's physical development. Children enjoy being active and learn about the importance of exercise. They show good control and coordination as they negotiate pathways and use wheeled toys in the outdoor area. Children manage their personal hygiene well and independently wash their hands prior to eating. Toilet training and nappy changing is sensitively and hygienically undertaken. Children also use tissues independently and dispose of them hygienically in the bin. Snack and meal times are promoted as social experiences where children learn to enjoy the healthy food options. Staff sit with the children to reinforce the social aspect of meal times, children from an early age learn to feed themselves and progress to pour drinks. Children learn about the food that is good for them as they talk about the different foods they are eating. Individual children's dietary needs are managed with due care and sensitivity.

Staff are vigilant in their supervision of the children and through careful explanations help

children to understand about how to keep themselves safe. For example, children are reminded when playing outside in the snow that extra care is needed as the snow is slippery and to be careful when walking rather than running on the pathways. Staff support children to get themselves well wrapped up with hats gloves and scarfs, to go outside to make the snowman. They show confidence when coming indoors to ask for a carrot to make his nose.

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

Children's safety and welfare is promoted effectively. Child protection policies and procedures are in place. These include procedures for referring concerns about children as well as covering any allegations made against staff. All adults involved with the setting have attended recent safeguarding training and have a secure knowledge and understanding of their role and responsibility to protect children in their care. This helps to safeguard children at all times. The management and staff fully understand the requirements of the Early Years Foundation Stage and meet these effectively. The written policies and procedures are being continually revised to ensure they efficiently promote children's learning, safety and welfare. The staff are clear about the procedures to follow if they have any concerns about children in their care, safeguarding children is high on the agenda, included in all staff meetings and supervision. There are robust recruitment procedures in place for new staff. The necessary background checks are carried out and this ensures that all staff are suitable to work with children. All adults working with children have a current first aid qualification ensuring that children are well protected in the event of a minor accident. They keep accurate records of any accidents that children may have. Risk assessments successfully minimise potential risks to children so that they are cared for in a safe, secure and clean environment.

The required staffing ratios and qualification requirements are maintained to meet the children's needs. Staff are supported in their professional development with both in house and external training. Staff demonstrate a clear commitment to working in partnership with parents, carers and external agencies involved in providing support for children and their families. Parents are kept updated on events in the nursery through newsletters, notices and a dedicated website. Effective communication through the key person system and questionnaires enable very good information sharing to take place. All parents and carers spoken with at the inspection, speak very positively about the nursery. They are highly appreciative of the friendliness and expertise of the staff team. Parents also report how well the transition arrangements prepare children for their move into nursery, through the nursery and on to school. Photographs are taken and displayed to help them talk about their new experiences and show parents. As a result, there is an extremely smooth transfer and children quickly adjust to the changes in the people caring for them.

The staff build effective partnerships with other early years providers by attending the local authority cluster meetings. The organisation's managers' meetings, where they explore good practice and share ideas, promote on-going development. Staff also build good relationships with external agencies to ensure children receive the additional support

they require. The nursery also has links with the local children's centre and offers support for a number of families who receive funding for early education. The setting ensures children develop an understanding of other cultures through using a range of activities, books and resources.

Leadership of the nursery is effective in supporting continuous improvement. There is a well-targeted and continuous improvement plan in place for the benefit of the children. Consistent monitoring and self-evaluation of the quality and standards of the provision ensure that the management team identifies key strengths. Regular staff appraisals and meetings enable staff and management to clearly identify where extra training in relevant areas is needed. Parents and children's views are regularly sought, both through discussion and through formal surveys.

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	EY450635
Local authority	North Yorkshire
Inspection number	809895
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	45
Name of provider	4 Children
Date of previous inspection	Not applicable
Telephone number	01132 709006

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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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