

Crocus Early Years Centre

Great Cornard Upper School, Head Lane, Great Cornard, SUDBURY, Suffolk, CO10 0JU

Inspection date	22/01/2013
Previous inspection date	05/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are extremely enthusiastic about teaching children to learn and develop in a first rate environment where their individual needs are consistently planned for.
- Children are provided with an extensive range of exciting play opportunities. The stimulating environment in which they are able to learn helps them make very good progress.
- An inspiring key person system supports a mutual sharing of information with parents which is expertly used to benefit all aspects of children's development. Parents' views are extremely well incorporated so that the individual needs of all children are superbly met.
- Staff receive excellent support from management with extremely effective teamwork, communication and monitoring of provision and staff development.

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 toured the registered space and observed interactions and activities indoors and outside.
- The inspector took account of the views of parents and children from questionnaires, displays and discussions.
- The inspector spoke with the manager, staff and provider at appropriate times throughout the observations.
- The inspector provided clear feedback regarding the inspection to the provider and the nursery manager.

Inspector

Clair Stockings

Full Report

Information about the setting

Crocus Early Years Centre registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the campus of Great Cornard Technology College in Great Cornard, Suffolk and is managed by Bright Horizons Family Solutions Ltd. It operates from a purpose-built, single-storey premises and

there is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. It liaises closely with the children's centre that shares the site. The nursery employs 17 members of childcare staff, 16 of whom hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending who 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 learning English as an additional language.

What the setting needs to do to improve further

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

- develop the nursery environment further by providing flexibility for children to access the outdoor area so that they can explore, build and move freely.

Inspection judgements

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

Staff have an excellent understanding of the seven areas of learning which ensures they are very skilled in planning to meet each child's individual needs. Teaching is inspirational as staff use their expert knowledge to identify specific starting points for each child and maintain exemplary records on how well they are progressing. They carefully evaluate each activity to help identify and narrow any gaps in the children's learning. Consequently, children thrive and make very good progress in their learning and development and are very well prepared for school. Exceptional systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the setting so that a robust assessment of each child's abilities is made. This ensures staff can plan specifically for individual children. The superb key person ensures parents are informed exceedingly well about their children's achievements and progress. They are regularly invited to meetings to share information about their child's development and make their own observations at home. In addition, the 'wow' board proudly displays both staff and parents' observations about the children's successes.

Children are relaxed and very eager to learn and embrace new activities with excitement. They mix together extremely well and offer one another support, which contributes to them learning about themselves and others. Children are wonderfully confident in communicating their needs and preferences. They develop superb communication skills as

staff continually engage with them, ask open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Listening to stories is vibrant and exciting for children. Staff use props and real life items to add new dimensions to the story. Children excitedly use writing resources to practise their early writing skills. Children are encouraged by the staff to count during everyday routines, such as calculating how many cups and plates are needed at meal times. Children explore the art and craft resources freely, creating collages and paintings. They carefully use various tools such as knives and scissors with precision and control. Children show pride and ownership of their work, keen to either take home their paintings or display them in the nursery. Children are curious and spend time experimenting with snow, both indoors and outside. The role play area allows children to develop skills as they dress and feed the baby dolls and arrange the home corner to suit their play. Baking activities provide wonderful opportunities for children to weigh and measure ingredients and calculate 'more and less' and 'heavier and lighter'.

The environment is inspiring and challenges children to learn continually through the extensive range of highly stimulating resources. These are organised invitingly for children to make their own choices which promotes their confidence and self-assurance. Overall, the staff make excellent use of all resources, indoor and outdoor space to provide a motivating and challenging environment for the children. However, opportunities for children to access the outdoor area are occasionally not flexible in order to support the differing learning styles of individual children. Children's current and ever changing interests are fully included in the planning. The children explore their environment, identifying features and noticing the natural world.

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

Children are flourishing in this warm and welcoming environment. An exemplary key person system which begins even before children start attending the nursery helps to ensure they each develop a strong relationship with staff. Staff have an expert knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. Babies are extremely well supported to gain confidence to explore their surroundings. They form strong attachments to staff and look for reassurance when they are feeling sad. Staff respect the established routines of the children which helps them feel content, safe and secure.

Children play a full role in their learning and have established very close relationships with all the staff. They show great confidence and independence as they explore the stimulating environment happily and with self-assurance. Children show great respect for each other and behave with consideration and thoughtfulness, especially with younger children. For example, older children attempt to fasten a younger friend's coat to keep them warm while playing outside on a cold day. Children have a high regard for one another and the staff. They show they have a good sense of feeling safe in their environment by confidently seeking out assistance or comfort when they need it. The

children's sense of belonging is fostered exceptionally well, and their photographs, paintings and collage work are displayed all around the environment.

Children demonstrate excellent personal hygiene routines, which are promoted by the staff's good role modelling. Children demonstrate an age-appropriate understanding of the need to wash their hands. Simple pictorial cues in the bathroom area remind children of hand washing routines. Older children demonstrate their awareness as they talk about how they can protect themselves by washing their hands before snack. Excellent self-help skills are being developed as even young children are supported and encouraged to serve themselves and pour their own drinks at meal times. They are provided with very nutritious and appealing foods that are well balanced, which helps children to establish healthy eating habits. At meal times, children sit in sociable groups joined by attentive staff. These small groups successfully promote children's conversation skills very effectively as they chatter happily with their friends. Children have wonderful opportunities to enjoy the outdoor environment in all weathers. The stimulating area encourages children to extend their physical skills as well as to enjoy fresh air and exercise. For example, they balance, swing and climb using a range of materials, including recycled tyres, wooden beams, wheeled toys, balls and hoops. Staff use highly effective methods to help children understand how to keep themselves safe. For example, they give children gentle reminders about not climbing on furniture as they may fall. Regular fire evacuation drill practice significantly enhances their understanding of the procedures to follow in the event of an emergency. As a result of the exceptional care offered by staff they learn independence skills which will support and promote their future learning and eventual move to school.

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

Comprehensive systems throughout the nursery safeguard and promote children's welfare in an exceptional way. Robust recruitment and vetting procedures help to check that all staff and students are suitable to work with children. Staff have an excellent understanding of child protection issues due to regular training and are very confident about the procedures to follow if they have concerns. Staff fully understand their responsibilities to provide safe play environments for children and are vigilant and responsive at all times. Meticulous risk assessments are completed for the premises and all outings to monitor children's safety. In the event of any problems staff promptly conduct a full investigation and review procedures to identify any possible weaknesses. All the required documentation relating to the welfare of the children is meticulously maintained to respect confidentiality.

All staff demonstrate high levels of enthusiasm and a professional outlook, with strong teamwork underpinning their approach and contributing to the nursery's success. Staff have high expectations and are motivated exceptionally well by the manager and senior staff. Managers make effective use of regular observations and annual appraisals of staff to discuss their practice and identify areas for further development. There is a comprehensive and ongoing programme for staff development. Teaching highly motivates the children to learn. Systems for observing what children can do, assessing their progress

and planning for their next steps are rigorous. Assessments are precise and together with a closely monitored tracking system help to ensure all children are making rapid progress. The successful key worker system supports all children to feel confident as they change rooms in the nursery and eventually move on to school. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute exceptionally well to children's inclusion and the ongoing identification of their individual needs.

Managers and staff set themselves extremely high standards and excellent systems are in place to help them continually reflect on their practice. Self-evaluation processes actively contribute to sustaining the highly effective provision and the outstanding service they provide. Evaluation takes account of the views of managers, staff, the local authority advisor, parents and children. Parents complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement.

Staff place the utmost priority on positive partnerships with parents and other professionals to enhance children's care, learning and development. As a result, this is a key strength of the setting. Parents continually receive high levels of information about their child and are actively encouraged to be involved in their progress. Parents express superb levels of satisfaction with the service provided. They recognise their children's speech and social skills are developing extremely well. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met.

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
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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.
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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.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations
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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	EY258381
Local authority	Suffolk
Inspection number	848408
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	102
Name of provider	Bright Horizon Family Solutions Ltd
Date of previous inspection	05/10/2009
Telephone number	01787 881122

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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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