

Shaping Futures Limited

34 - 36 Sherwood Street, Warsop, MANSFIELD, Nottinghamshire, NG20 0JW

Inspection date

Previous inspection date

30/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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|--|---|
| 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 forming warm and secure attachments with the practitioners. They are settled, happy and engaged in their play while having lots of fun. This is because the staff are interested and engage very well with children.
- Children are supported sensitively during transitional times in their learning. Practitioners communicate effectively with parents, other practitioners and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in their learning.
- Children are protected well. Practitioners have a secure understanding of their role and responsibility to safeguard children. Practitioners implement effective practice to minimise hazards to children. They supervise children well, both inside and outdoors.

It is not yet outstanding because

- Children have fewer resources outside that are interesting and challenging compared to the good range indoors. As a result, they are less able to explore and investigate independently.
- There is scope for practitioners to provide more challenging opportunities for children to use simple calculation during spontaneous play.

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 held meetings with the manager and senior management team, and spoke to practitioners and children.
- The inspector observed activities in the main room, the out of school room and the outside area.
- The inspector sampled a selection of documentation including the nursery's action plan, children's learning journeys, planning documentation, and written policies.
- The inspector took account of the views of parents as discussed with them during the inspection.

Inspector

Judith Rayner

Full Report

Information about the setting

Shaping Futures Limited was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Warsop, north Nottinghamshire. The nursery serves the local area and is accessible to all children. The nursery is one of four owned by the same provider. The nursery works very closely with

an adjacent Shaping Futures nursery within the village, where most children aged three years and above transfer into the nursery from.

The nursery employs nine members of childcare staff. Of these, one holds an early years degree, four hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 7pm. Children attend for a variety of sessions. There are currently 71 children attending and of these, 33 are within the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- increase the range of toys and activities outside to enable children to explore and investigate independently
- provider further opportunities for children to enhance their problem solving and calculation skills during spontaneous play activities.

Inspection judgements

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

Children are active learners. They are interested and motivated in their play. Their progress is good. Practitioners value and understand the importance of exchanging information with parents. This is achieved through various ways, such as daily discussions, newsletters and parents evenings. This helps parents understand how well their children are progressing in their learning and development and provides opportunities for them to share information about their child. Ideas are suggested to parents to continue children's learning at home and actively encourage parents to contribute to their child's learning overall. This enables practitioners to meet their child's individual and changing needs.

Children's progress is tracked by practitioners implementing the Statutory Framework for the Early Years Foundation Stage effectively in to their practice. Most practitioners have a secure knowledge and understanding of how to promote children's learning and development and implement activities to enhance children's all-round development. However, sometimes during spontaneous activities children's learning opportunities to use their calculation and problem skills are not extended. For example, during mark making

activities children draw presents creating various shapes but are not challenged to extend the range of shapes, or when drawing one more shape to consider how many does that make altogether. Practitioners track children's progress through using a range of spontaneous observations and planned activities. These are then assessed using the document Development Matters in the Early Years Foundation Stage to identify how well each child is progressing. Activities are then flexibly planned to support children in their next steps of learning while incorporating children's individual interests. Practitioners skilfully plan exciting activities knowing what the children enjoy. They also value children's ideas and implement these into everyday activities, such as the 'fish tank' game adapted from a similar chasing and catch game. Children are mostly successfully challenged through the breadth and depth of the educational programmes. However, there are fewer resources to provide more interesting and challenging experiences for children outside. There is a good balance of child-initiated and adult-led play inside.

Children enjoy access to a good range of toys and activities in the indoor environment that promote their all-round development. Mark making activities promote children's small muscle skills as well as learning how to form letters. Children show great concentration as they make several cards, forming clearly, defined letters and objects. Great use of language is used as children explain and describe what they are drawing, talk about home events, such as birthdays and count how many candles are on the cake. Practitioners ask thought provoking questions and allow plenty of time for children to respond. As a result, children are developing the skills and attitudes to prepare them for their next stage of learning, such as moving on to school. Children thoroughly enjoy the good range of tactile activities within the messy play area. They use their fingers and hands to manipulate wet sand and pasta, make bubbles with water and glitter and, explore with shells and construction. Children play well together and are also happy playing on their own. For example, children independently enjoy concentrating using the mouse on the computer to complete puzzle games. Other children strike up imaginative role play, dressing up and using boxes and bags for shopping expeditions to make soup and pizza for tea. Children learn about their local community through visiting the local shops, library and parks. Extending this, practitioners ensure that diversity is promoted positively throughout the day using books, musical instruments, dressing up and small world characters. Boys and girls play with the same toys and all children are treated with equal concern.

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

Children are forming warm and secure attachments with practitioners and they are settled, happy and engaged in their play. This is because the practitioners understand the importance of creating a relaxed and fun-filled time for children. Children generally move through from the other nursery where younger children are accommodated. Key persons undertake robust transitional links enabling children to settle quickly into their new environment. Practitioners work effectively together discussing children's stage and level of development and their interests. This enables practitioners to plan appropriate play for individual children. Furthermore, practitioners use the previous records of children's starting points and summary information of how well each child is progressing and if there are any emerging concerns. Parents are actively encouraged to contribute to their child's

move up to the nursery through discussions and any written comments as well as continuing to support their child's learning at home. The behaviour of children is good and their self-esteem is high. This is because the practitioners deliver consistent messages to children helping them feel secure. The 'Nursery promises' are actively and effectively being promoted throughout the day helping children learn what is expected of them in their behaviour and respect others. Practitioners listen and value what children say and praise children on the smallest of achievements. Good relationships are forming between the parents enabling practitioners to provide the appropriate care for individual children. Information is thoroughly exchanged at the beginning and end of sessions ensuring that the children's needs are identified and continued to be met. For example, if a child has had a little bump, staff follow correct procedures. They check, monitor and sensitively reassure the child, inform the parents promptly, complete written records of the accident and share this with the parents when they come to collect the child.

The practitioners organise the environment, toys and resources carefully ensuring children are able to make independent choices. For example, children decide to go outside or stay inside because practitioners deploy themselves well to ensure children are appropriately supervised and safe. Furthermore, toys are presented attractively in various ways enticing children to explore and investigate happily. The outdoor area although new, provides plenty of space for children to move around freely and safely. They thoroughly enjoy various team games, such as 'What time is it Mr Wolf'. Children show great enthusiasm as they run around trying not to be caught. They listen carefully and carry out instructions, counting steps as they try to reach the wolf. Squeals of excitement herald as they run away, laughing and enjoying the company of their friends and practitioners. Children benefit well from the fun time outside in the fresh air while exercising. They also have appropriate opportunities to extend their large muscle skills accessing a range of suitable equipment, such as bats and balls. They are encouraged to use the equipment appropriately by following clear instructions. This helps children learn about how to use resources and equipment safely. Furthermore, an indoor activity hall provides further space for children to try out more physical activities should the weather not be suitable. Practitioners have successfully implemented a way to help children learn about healthy eating. A colourful display of the fruit and vegetables the children have eaten during the day raise children's awareness positively. Children count how many portions of fruit and vegetables they have eaten and display the correct number on the wall to ensure they have eaten the correct amount for their daily need. Practitioners are good role models overseeing toileting activities, children washing their hands and general cleaning of the toys and equipment. As a result, they promote the good health of children and prevent the spread of infection.

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

The safeguarding of children is good. Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care. Regular training keeps them up-to-date with current policies and procedures. A clearly written policy covers

requirements in the revised Early Years Foundation Stage Framework, such as the action that is taken regarding the use of mobile phones and cameras in the nursery. Furthermore, posters displayed around the nursery provide instant reminders for parents and staff not to use such equipment while on the premises. Practitioners supervise children well. Adult to child ratios are maintained successfully because staff deploy themselves carefully both inside and outdoors while they support children in their chosen activity. Daily risk assessments are completed by practitioners on all areas where children have access to minimise hazards to them. Effective recruitment, induction and performance management of practitioners overseen by the senior management team ensures the suitability of all practitioners working with children. As a result, practitioners create a safe and secure environment for children.

A recently appointed manager demonstrates their enthusiasm and motivation to continue to make improvements benefitting children. For example, the manager has undertaken, 'getting to know you' meetings with all the practitioners, identifying their interests, skills and training needs. Additionally, the senior management team have maintained constant support ensuring all inductions have been completed promoting a smooth and seamless service to the children and their families. Regular informal discussions between practitioners throughout the week and structured team meetings enable practitioners to discuss what went well and what improvements can be made to benefit children. As a result, the educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor environment. Ongoing supervision enables the manager to check how well practitioners are performing and identify any training needs. Also the manager is actively building upon relationships within the village to support children in developing their knowledge of their local community. For example, children visit the charity shop to purchase resources for their role play area and the manager is forming links with the pizza shop to enhance activities for children in their cooking and baking activities. Furthermore, practitioners and senior management understand the importance of involving children and parents valuing their ideas, suggestions and contributions. For example, children's planning involves listening to what children would like to play with and what ideas they have to improve the already good range of toys and resources.

Parents spoken to are positive in their comments and value the service that is offered. A good range of information is displayed around the nursery, such as the comprehensive range of written policies and procedures, photographs of children's key person and practitioners qualifications and training certificates. The children who attend are generally over three years of age. Younger children are supported well during their transitional periods, such as moving up from the other link nursery where younger children attend. Good relationships are in place with the local schools. Practitioners complement children's learning and development because they regularly hold discussions with the teachers to find out how they can support children further in the nursery.

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. |
| 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

| | |
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| Unique reference number | EY449802 |
| Local authority | Nottinghamshire |
| Inspection number | 811018 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 60 |
| Number of children on roll | 71 |
| Name of provider | Shaping Futures Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 01636 703755 |

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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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