

Wrap Around Care and Snug Bugs Nursery

Northbourne Primary School, Northbourne, DEAL, Kent, CT14 0LP

Inspection date	14/03/2013
Previous inspection date	26/01/2012

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		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

- Staff have positive relationships with the children and their families, offering a friendly and caring environment.
- The manager deploys the staff very well, and they provide good supervision so that children can have access to all areas of the setting, both inside and out.
- Staff provide plenty of opportunities for children to develop independence and become active learners.

It is not yet outstanding because

- staff do not always provide good opportunities for children to write during role play and other activities
- parents do not always contribute fully to their children's learning records to involve them fully in all aspects of their children's 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to parents about their views on the service that they receive.
- The inspector observed activities in the main room and in the outside area.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager.

Inspector

Sara Garrity

Full Report

Information about the setting

Wrap Around Care and Snug Bugs Nursery registered in 2011, following the dissolution of the previous partnership that existed on the same site. The setting comprises of a breakfast club, nursery, after school club and a holiday play scheme. The setting operates from a self-contained building in the grounds of Northbourne Primary School, in rural surroundings near Deal, in Kent. All children have access to a secure outside play area and use of school facilities. Access is suitable for people with physical disabilities; however there are no toilets suitable for wheelchair users. The setting is open each weekday for 50 weeks of the year. The wrap around care is open from 7.30am to 9am, and 3pm to 6pm. The nursery operates from 9am to 3pm.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll aged from two to four years. The setting gets funding for the provision of free early education to children aged two, three and four years. The setting supports children with special educational needs and/or disabilities.

There are five members of staff working part time with the children. The manager is qualified at National Vocational Qualification (NVQ) level 3 and is undertaking her Foundation Degree in Early Years. The Deputy Manager is completing her NVQ at level 3 and other members of staff are appropriately qualified.

What the setting needs to do to improve further

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

- encourage the children to use their phonic knowledge when writing, in order to begin to give meaning to their marks

- strengthen partnerships to enable parents to share information about their children's learning at home, and contribute to their children's learning records regularly.

Inspection judgements

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

This warm and welcoming setting provides a home-like environment for children. Staff develop children's independence by nurturing them and providing opportunities for them

to explore and play. Staff recognise the unique needs of each child, and effectively support their learning and development. All children are motivated to learn, as they choose materials and equipment independently, or join in adult-led activities. The staff provide an interesting environment, which enables the children to become active learners. For example, staff encourage the children to develop their imagination through make-believe play. The children use pieces of material as blankets for a picnic, then as a shawl, ready to go exploring to look for big 'massive' dragons. Staff offer a variety of opportunities for children to find out about their own and other cultures as well as the world around them.

The key persons regularly carry out observations on the children, which they collate in each child's learning journey records. Staff successfully use observations to assess the children's development and plan activities to extend their learning. Subsequently all children are making good developmental progress. Parents and carers read their children's learning journeys and contribute to them throughout the year. However, monitoring has not been rigorous to make sure that all parents and carers benefit from this opportunity to participate in their children's learning. Planning is consistent and reflects the children's interests and next steps for learning. This means that children have good opportunities to make progress towards the early learning goals across all areas of learning.

Staff listen to children's thoughts and ideas and adapt daily routines and plans in line with children's requests. This gives them a sense of belonging and they see how the staff respect their views. Children have formed strong relationships with friends and adults. They play with each other and share toys and resources. Staff encourage the children to predict events, for example by guessing what might be in the tin they have found. Staff follow the children's lead and find laces and string to enable them to thread the pasta tubes that they found in the tin. Staff effectively use opportunities for counting and number work through daily routines. The children count the pieces of pasta on the string as well as the number of cups and plates for snack time. The computer is a firm favourite with the children and they enjoy playing the music activity on it, learning about creativity and technology at the same time. Staff expand on this interest by bringing out musical instruments for children to play with and sing along to. The children have opportunities to write their names and use a variety of mark-making resources. However staff do not always encourage children to use their phonic knowledge when writing to give meaning to the marks they make.

The setting has well established links with schools as well as other nurseries in the area to help ensure children receive continuity of care. Children with special educational needs receive extremely good support. They have well-developed individual educational programmes in place to support their care and learning effectively.

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

The key person system is effective in helping children form strong attachments and settle quickly. All children at the setting appear content and happy as they play and investigate the inviting and stimulating environment. Staff actively involve children in a variety of play

experiences, which their key person has planned to appropriately support each child's individual needs. Staff organise themselves effectively within the room, supporting individual children when needed to help them feel secure. Children receive lots of encouragement and praise, especially when taking on new challenges. For example, as they progress from a push-along bicycle to pushing peddles on a tricycle.

The children demonstrate kind and caring behaviour. They check if friends are all right when they have bumped their knees and find additional resources so that they can join in games. The children show they feel safe and secure at the setting. They approach staff for support and guidance when required, receiving it from the kind and caring adults. Staff know each child very well and prepare them well for the next steps in their education.

During snack times children learn to be independent, pouring their own drinks and buttering toast. Snack time is a relaxed social time, the children sit down together and staff take the opportunity to engage with them in conversation. They talk about past events and what they have been doing during the morning. The children chatter excitedly with each other and then help to tidy up the table when they have finished.

Staff make effective use of open-ended questions to encourage children to problem solve, asking how many children are having snack, how many plates they will need. The children wash their hands before snack and staff support them where needed. This helps the children gain independence in their self-care skills. Staff provide healthy snacks and meet the dietary needs of all the children present. They also encourage children to make suggestions for future snacks, helping them learn more about healthy diets. Staff make good use of opportunities to discuss how to stay healthy with the children and about the importance of washing hands to get rid of germs. Children receive support when needed to put on coats before going outside and strategies are in place to help the children develop their skills with zips and poppers. This helps prepare them for their move on to school.

Outside the children have a safe and secure fenced off area to explore and develop physical and social skills. They hide in the play house and chatter with friends. The children dig and play in the motor boat sand pit, or ride around on bicycles, scooters and tricycles, shouting to staff to watch. Spontaneous events fully engage all the children and help them learn about the natural world around them. They are particularly interested in the frozen water in the wheelbarrow; they discuss the frozen water and make hand prints on the path after touching the cold ice.

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

Robust procedures are in place for recruiting suitable staff to work with the children. The manager checks references and each member of staff undergoes vetting to obtain appropriate checks before starting at the setting. This helps safeguard the children's welfare. There are effective systems in place for staff, including the manager, to attend further training as part of their continuous professional development. This has a positive

impact on the outcomes for children. All staff have undertaken paediatric first aid, food hygiene and child protection training. They are aware of the procedures to follow to keep children safe. The manager has also undertaken designated person training and understands her responsibilities in meeting the welfare and safeguarding requirements of the Early Years Foundation Stage.

Systems are in place for staff supervision and support because the manager is aware of the need to continually improve the knowledge and expertise of all the staff. She is continuing to explore ways to monitor and address any areas of concern, helping ensure staff constantly improve their practice regarding the care and teaching of the children. Self- evaluation is evident and the manager develops actions plans with the support of all staff and the local authority setting improvement partner. The manager is aware of the strengths and weaknesses in the setting. Comprehensive action plans are in place to address any concerns and improve the outcomes for children. The manager demonstrates a positive commitment to improving practice.

Staff regularly review policies and procedures, and implement any changes to improve the provision for children. All previous recommendations raised at inspection have been met. Comprehensive risk assessments are in place and staff record fire drill practices that they have conducted with the children to help them learn about keeping themselves safe. All relevant written documentation is completed fully and stored to maintain confidentiality.

The system for monitoring children's progress is effective and implemented well by the staff team. This has resulted in consistent and standardised assessments being made on children, which reflect the good progress they make towards the early learning goals. The planning and assessment effectively cover all seven areas of learning and development. Individual children are monitored well, due, in part, to the high ratio of staff to children. Children with additional needs receive very good support through targeted intervention and individual educational plans. The setting makes good use of support from external agencies and works closely with parents to fully meet the needs of every child.

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 action. 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	EY438747
Local authority	Kent
Inspection number	813154
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	10
Name of provider	Gillian Mary Harris
Date of previous inspection	26/01/2012
Telephone number	07989 685 046

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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, which are usually the childminder's 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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