

<b>Inspection date</b>	01/07/2013
Previous inspection date	01/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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's interaction, language and communication skills are fully supported as the staff talk with children about their play and the activities they undertake.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.
- The manager monitors the nursery closely through effective self-evaluation and fully supports the professional development of all staff. As a result, children benefit from a provision that continues to build on existing good practice.
- Staff have a good knowledge of safeguarding children procedures, which helps to protect children from possible abuse and neglect.

#### **It is not yet outstanding because**

- The languages spoken by some of the children are not fully reflected in the displays and books provided in the nursery. As a result, opportunities to extend children's use of their home language are not always fully maximised.
- The planning of activities when children use the outside environment does not always cover all seven areas of learning, to ensure children's learning is maximised in all environments.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in both playrooms and the outside play area.
- The inspector looked at a range of records, policies and procedures, and children's learning journey progress records.
- The inspector spoke to the manager, staff and children at appropriate intervals during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of several parents spoken to during the inspection.

## Inspector

Debbie Kerry

## Full Report

### Information about the setting

Meadcroft Nursery opened in 2010 and operates from two rooms in an extended house situated in Freckenham, near Newmarket. The nursery serves the local area and is accessible to all children. All children share access to a secure enclosed outdoor play area.

The nursery opens Monday to Friday for 50 weeks of the year, apart from one week in August and at Christmas, from 7.45am until 6pm. Children can attend for a variety of sessions and there are currently 34 children attending who are within the early years age group. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery currently employs eight members of staff; of these, seven hold appropriate early years qualifications to at least level 2 and one is working towards an appropriate early years qualification. The manager holds an early years qualification at level 4.

### What the setting needs to do to improve further

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

- extend opportunities for children to use their home language in the nursery, for example, by displaying more words from different languages and sharing dual language books
- review the organisation of the outside environment so that a wider range of activities can be planned across all areas of learning to extend and enhance children's learning.

### Inspection judgements

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

Staff have a good understanding about how children learn as they are involved with the activities children undertake; staff get down to their level and encourage all children to be involved and engaged with the resources provided. Children enjoy outside play; they use a range of large equipment confidently to help promote their physical development well. For example, they climb, slide, ride and can run around freely. However, this is not being used effectively to extend and enhance children's learning further, as there are fewer other

activities planned to promote other areas of learning, for when children use the outdoor environment.

Staff encourage children to be active learners and develop the skills they need in preparation for starting school. They use circle time for children to share events and the activities they have done with their families which promotes children's communication and language development well. Staff are fully involved in promoting children's creative and thinking skills, as there is a high emphasis on supporting their speech and language skills. As staff ask children questions, they interact, chat with them and spend time singing action songs with them. Children take turns to choose books for staff to read stories to the group, which helps to develop their interest in literacy. There are also some labels and pictures displayed around the nursery to help children to learn that print carries meaning. Staff ask parents of children who speak English as an additional language to provide key words from their children's home language. However, these are not used in displays or as labels in the nursery and books do not reflect different languages. This does not enhance opportunities for children to extend the use of their home language in their play.

The educational programme of activities staff plan for children includes all seven areas of learning. Children's next steps in their learning are being identified on a regular basis; these are then used to inform the planning of activities so that children's needs and interests are met well, so their learning is fully supported. Staff undertake regular observations on children and track their progress effectively, so that any gaps can be identified and supported. Staff adapt their interactions well to ensure children with English as an additional language receive good levels of individualised support to help them to be involved. For example, staff use picture cards and repeat the words on them to help develop their understanding of English and to make the link between the object and the word. Staff also use Makaton when interacting with them to develop their understanding of what is going on around them.

Children are supported in developing their independence, through pouring their own drinks and developing their own personal hygiene skills in readiness for school. For example, staff offer support if needed when children use the toilet and they wash their hands afterwards. Older children are also provided with a book for writing and those who are able and interested are supported with writing their own names when they are ready. Children enjoy filling and using watering cans to water the seeds and vegetables they have planted in tubs in the garden. This develops children's understanding of how to care for their environment and about growing foods they can eat that promote their good health. Babies can crawl, pull themselves up onto equipment and resources in their room to develop their balance and strength. They climb into the ball pool to explore and throw the balls to support their curiosity and physical development well. They press buttons and access activity centres to develop their knowledge about cause and effect.

There are effective strategies used to involve parents in their children's learning. For example, they add children's achievements to the 'Wow' board in the entrance and input comments in their children's learning journey progress records to help support planning and assessment.

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

Children are invited for a trial session with their parents when they first start attending the nursery. This helps them to become familiar with the staff, surroundings and helps them to settle. The key person system is managed well as children are assigned a staff member who works on similar days they attend which helps them to get to know their key member of staff well. Children are free to make choices in what they play with as resources are set out within their reach; staff also change resources around regularly during the day to ensure children have a variety to support their interests and learning well. Staff find out children's starting points through discussing their needs and interests with parents on their trial visit to the nursery. Parents also complete an 'all about me' form to help staff with learning about what their children can do and what their interests are. This helps to ensure that children's transition into the nursery, is smooth. Teachers from the local primary schools come in to meet the children and they visit the school they will attend. This helps children to develop relationships and familiarise themselves with their new surroundings, to ensure that they feel settled and are fully supported with transitions.

Staff are good role models and provide clear guidance to children so that they learn how to behave well. For example, they use 'please' and 'thank you' when interacting with the children to help them learn and develop good manners. Staff have recently attended training and seek advice from other professional advisors when planning interventions to ensure that children's behaviour is fully supported. Children have access to a range of resources that helps to promote their understanding of peoples' differences; they also undertake a range of activities to celebrate different cultural festivals to help develop their understanding of the wider world. Clear risk assessments are in place for all areas of the nursery which helps to protect children from any potential dangers. Staff encourage children to 'use walking feet' inside, so they do not fall over and this also helps them learn how to promote their own safety.

Children are developing a good awareness of a healthy lifestyle. As access to the outdoor area is well promoted during each session, this ensures they benefit from plenty of fresh air and activity to promote their health. The nursery offers a varied menu of snacks and meals which are freshly prepared, nutritious and tailored to meet children's individual dietary needs.

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

Children's welfare is effectively promoted as all staff understand their role and are able to put the clear safeguarding procedures into practice when necessary. Staff have attended training on safeguarding children to develop their knowledge and are backed up by the clear, effective policy and procedures. A flow chart about the steps for staff to take if they have concerns about a child, are displayed along with local contact numbers to ensure children are well safeguarded. Daily, monthly and annual risk assessments are completed to ensure that all areas of the nursery are safe for use by children. Effective recruitment procedures ensure that those adults working with children, are suitable to do so.

All staff are involved with identifying and deciding on areas for development for the nursery. There is a clear plan in place for improving experiences and outcomes for children. For example, children's interests are taken into account when purchasing new resources, which ensures that these are valued and being met. Most staff hold early years qualifications or are supported with undertaking training. The staff are fully supported in attending further training for their professional development to extend their knowledge and to benefit children. All staff have input with planning activities each week around the individual needs and interests of their key children. They spend time each week discussing and planning for children's learning so they are effectively supported with making good progress. Children's progress and the quality of teaching is monitored effectively by the manager and appraisals are used to plan and implement support to develop staff practice further.

Partnerships with parents are good and they are kept fully informed about their child's learning and development through daily discussion with staff when they drop off and collect their children. Parents of younger children are given a written diary on their child's day at nursery and all children's learning journey progress records are available for parents to view at any time. The nursery sends newsletters out to parents each term to keep them updated on planned events and changes to the nursery. Parents report that they are happy with the service that is provided and feel that their children are well supported.

The nursery has in place clear procedures to exchange information with other settings children attend as they have developed good relationships with the staff. This supports a continuous learning experience for children.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY404390
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	875246
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	34
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/11/2010
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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