

# Crackerjacks Day Nursery

Crackerjacks Day Nursery, Astley Lane, Hadnall, SHREWSBURY, SY4 4BE

<b>Inspection date</b>	02/07/2013
Previous inspection date	06/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Strong relationships in place with external agencies and the local school foster effective bonds, which contribute to children's learning.
- Good attention is given to keeping children safe and secure. Risk assessments and daily safety checks ensure risks to children are minimised.
- Practitioners work well with parents and they are kept well informed about their children's achievements through regular discussions and parents evenings.
- Children show good levels of confidence and independence skills through daily routines and their chosen play. Strong and secure relationships with practitioners in this small and welcoming nursery help children feel safe and secure.

### It is not yet outstanding because

- Opportunities to enhance children's learning has not been fully extended to incorporate all areas of learning and development. For example, promoting children's awareness of mathematics within the toddler room.

## 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 observed activities in the three play rooms and the outdoor learning environment.
- The inspector held discussions with the manager and other practitioners working in the setting, about children's play and care routines.
- The inspector conducted a joint observation of children's activity with the manager.
- The inspector spoke to children and parents to obtain their views about the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector also took into account the provider's on-line self-evaluation form.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Crackerjacks Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building in the grounds of Hadnall Primary School. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of child care staff. Of these, nine hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 58 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 with special educational needs and/or disabilities.

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

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

- enhance the educational programme especially for mathematics within the toddler room further by; providing more opportunities for children to see numeral displays in purposeful contexts.

## Inspection judgements

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

Children benefit from a good balance of adult and child-led activities. These are all planned around their interest and next steps in learning. For example, children take part in baking scones after showing an interest in cooking and baking within the role play area the week before. Practitioners undertake skilled observations, which are recorded in the children's development folders. These are used to assess the good progress that the children make and help identify the next steps in their learning. Practitioners have high expectations of the children, based on the systems in place to assess children's starting points on entry. For example, comprehensive baseline assessment forms are completed by each child's key person. Practitioners have implemented the progress check at age two and as a result, successfully identify the achievements and learning priorities for this group of children. Parents are fully involved in this process and are also encouraged to add their comments and views to their child's development folder with regards to learning observed

in the setting and at home.

Children are well supported for school and their next steps in learning, as practitioners have a strong understanding of the seven areas of learning, which they promote well. As a result, children are self-assured and highly motivated learners. Children's critical thinking and communication skills are well supported as practitioners are skilled in giving them time and encouragement to initiate conversations. As a result, children are able to extend their vocabulary and explore the meaning of words and question why things happen. For example, practitioners ask children to find objects to put into the water tray that are heavy or light. Children are purposefully encouraged to take the lead as they experiment if the objects will float or sink in the water. Practitioners are effective in capturing these opportunities to further extend children's learning by comparing the activity to swimming and the use of arm bands to float. This approach is effective because it builds upon what children are interested in, know and can do.

Well organised rooms support children's independence as equipment and resources are easily accessed. This helps develop the necessary skills to support their readiness for school. Younger children are able to explore textures safely as they sit at the table with staff experiencing the foam play. They clap their hands together making the foam explode and drive the car through the foam. Staff skilfully support children's progress as they choose what to play with, deciding on the rubber bricks to build a garage for their car. The children later change this into a game of building a tower and then knocking it down with much enjoyment as they laugh together. Whilst all children benefit from availability to a good range of equipment, there is scope to improve the display of resources to further develop children's awareness of numbers, especially within the toddler room.

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

The successful implementation of the key person system ensures that all children are able to form secure emotional attachments and bonds. Young children settle easily as practitioners work with parents to ensure that they have a secure knowledge and understanding of their interests and routines. In addition, a flexible approach to settling-in sessions allows children to settle and separate happily from their parents in their transition from home to nursery. Practitioners act as good role models, treating children with sensitivity and kindness. Parents report that practitioners work sensitively and in partnership with them to effectively support their children. As a result, children are aware of the appropriate boundaries and behavioural expectations within the setting. They learn to share, take turns and use kind hands.

Inclusion is given good attention and well-established multi-agency links provide access to specialist knowledge, skills and resources. This enables the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well. For example, visual timelines are used for younger children, or children with language delay to help them know and understand the routine of the nursery. There are effective transitions in place, both to move children throughout the

nursery and to school. Children moving between rooms take part in settling-in periods in their new room before moving, which enables them to become familiar with their new surroundings and staff. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. The nursery has established links with schools children will be moving to, ensuring that the transition between nursery and school is a positive experience for them.

Children's individual health, physical and dietary needs are effectively met. They learn about healthy lifestyles and follow good hygiene practices, as they wash their hands at appropriate times during the day. They develop an understanding of the importance of physical exercise and a healthy diet as they enjoy sociable mealtimes with freshly cooked nutritious meals and snacks. Both the indoor and outdoor areas are well organised, providing children with varied and exciting opportunities to play and explore and enjoy fresh air and exercise daily. For example, children independently collect food from the indoor role play area to take outside to have a 'picnic' on the blanket.

Children's safety and well-being is given good consideration as they play in a safe and secure environment, both indoors and outside. They benefit from good levels of supervision and attention as practitioners deploy themselves effectively throughout the setting. Practitioners remind children not to eat the scone mixture until it has been cooked as they learn to about risk taking and their own safety.

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

Practitioners demonstrate a good understanding of meeting the requirements for the Statutory framework for the Early Years Foundation Stage. All required documentation is in place, well maintained and shared with parents. The nursery is safe and secure and visitors to the nursery are closely supervised to ensure children's safety is addressed. Children are further safeguarded through high levels of supervision, staffing ratios and a culture of assessment to minimise risk with the children. Practitioners are vigilant and supervise the children effectively to promote their welfare and safety, both indoors and outside. Accidents are fully documented and parents sign the accident form at the end of the day. In addition, parents are kept informed immediately of any head injuries. Passwords are used if the practitioners do not know who is collecting the child. This ensures that children enjoy a safe and secure environment.

All practitioners demonstrate a good knowledge and understanding of child protection issues and are confident of their ability to act appropriately should they have any concerns. In addition, all practitioners working in the setting are appropriately vetted and robust recruitment and induction procedures are in place and adhered to. The manager routinely observes practitioners and provides feedback on their performance. She conducts annual appraisals and uses regular team meetings to discuss planning to ensure improvement is maintained. Professional development is actively encouraged and practitioners have attended a wide variety of training courses to enhance their knowledge

and practice. For example, the majority hold food safety, safeguarding and first aid training. As a result, practitioners are better informed to promote children's welfare and safety.

Reflective practice is ongoing at all levels and effectively used to review and improve practice. Self-evaluation routinely takes into the account the views of the provider, parents and staff. Parental views are sought through verbal discussions and questionnaires. The provider demonstrates a good capacity for improvement as recommendations raised at the last inspection have all been addressed. For example, planning, observation and assessment methods were promptly reviewed and improved.

Children benefit from a strong partnership with parents and carers. Parents receive detailed information about the provision, their child's welfare and learning and development. They are provided with a comprehensive range of policy documents and termly newsletters. A wealth of information is displayed in the setting regarding safeguarding procedures, information about practitioners and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Parents are welcomed into the setting as there are opportunities daily for discussion about their child's well-being and achievements. Sharing information about observations in the setting and at home ensures that parents are kept informed about their child's progress and development. Partnership with other providers of the Early Years Foundation Stage is developing well and systems are in place to make sure children's continuity of care and learning is well supported. Parents spoken to at the time of the inspection, clearly appreciate what this setting achieves for their children.

### **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 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>	EY415481
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	920675
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Ark Childcare (UK) Limited
<b>Date of previous inspection</b>	06/01/2011
<b>Telephone number</b>	01939 210205

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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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