

Shaping Futures

Mansfield I Centre, Hamilton Way, MANSFIELD, Nottinghamshire, NG18 5BR

Inspection date	13/08/2013
Previous inspection date	27/03/2012

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

- Children are confident and show good levels of independence. They enjoy the company of practitioners and there are strong attachments in place between the children and practitioners.
- Children are making good progress in their learning and development given their starting points. This is because practitioners have a good understanding of how children learn through play and effectively plan pertinent play for individual children.
- Partnerships with parents is embedded well. Parents speak positively about the effective ways in which communication is maintained keeping them up-to-date with their child's progress and ongoing and changing needs.
- Leadership and management is good. The management team are highly motivated and passionate about continuous improvement to maintain an effective service for children and their families.

It is not yet outstanding because

- Sometimes, practitioners interrupt children's play to carry out routine tasks, such as nappy changing. As a result, some children become distracted and lose focus in their continued play.
- The organisation of some activities, such as the nature walk to look for insects is not clearly discussed with children to help them plan, make decisions and approach the task with their desired outcome. As a result, some children lose interest.

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 with the manager, owner, practitioners and interacted with the children at appropriate times throughout the inspection indoors and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, including fire drill procedures and records, risk assessments, safeguarding procedures, children's records, self-evaluation record, planning documentation, complaints records and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Shaping Futures was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises on the Mansfield Centre at Oakham Business Park in Mansfield, north Nottinghamshire. It is one of four privately owned nurseries. The nursery serves the local area and is accessible to all children. There are three enclosed areas available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and 3 and two staff are unqualified. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 children on roll, of these, 73 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 who speak English as an additional language and 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:

- review care routines to ensure daily tasks, such as nappy changing procedures do not interrupt children's focus in their continued play

- encourage children to discuss, plan and make decisions about activities such as outings, to further promote their continued interest.

Inspection judgements

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

The quality of teaching is good. Practitioners have a good understanding of how children learn through play and carefully plan play pertinent to individual children. Practitioners actively contribute to ensuring children are well-motivated in their play and learning. Play is also planned successfully taking in to consideration children's interests and age and stage of development. As a result, children learn quickly, are interested and enthusiastic in their play. Practitioners are motivated and committed to ensure each child is offered and supported effectively throughout their time at the nursery. This helps children feel happy, settled and make good progress in their learning and development. Practitioners have improved the way they track children's progress very well because they refer to and

successfully implement the Statutory framework for the Early Years Foundation Stage in to their practice. Each child has their own learning journal file which is shared with parents to help parents understand how well their child is progressing. Furthermore, parents are actively involved in their child's learning at home. Practitioners sensitively provide suggestions and share activities and experiences that the children have undertaken at the nursery and encourage parents to continue this at home. Practitioners value the input from teachers in also helping children enhance their skills in readiness for attending school. For example, teachers are invited in to the nursery to meet and observe children to identify key areas to support children and plan their next steps in their learning. There is clear planning in place and staff regularly observe and assess the children to ensure they are making good progress in their learning. Staff are familiar with the progress check at age two and complete this when necessary.

There is a good balance of child-initiated and adult-led play, which supports children to achieve and make good progress while playing both indoors and outdoors. Older children eagerly participate in the nature walk to look for bugs. Practitioners provide colourful sheets displaying various insects with clearly written labels of the names of each insect. Children move in to the nature area and sit attentively listening to the practitioner. The children have fun and seek out insects because practitioners encourage them to use the picture cards and talk to them enthusiastically about insects. However, opportunities are sometimes missed to involve the children in helping staff to plan, make decisions and approach activities with their desired outcome. As a result, some children lose interest and move away from the group.

Older children independently make choices about where they play, for example, outside or inside, because practitioners ensure the doors to the outside area are open. Children access various activities to support their mathematical skills, such as cooperatively building with construction outside creating various objects and towers. Furthermore, practitioners are skilled in enhancing younger children's number recognition skills inside. For example, practitioners sit on the floor with children. Children find and recognise numbers from one to ten on pictures of frogs whilst placing them carefully on picture lily pads. They count each one as they succeed in the activity. Practitioners skilfully extend children's learning by supporting children through effective open-ended questioning, while children place the frogs in sequential order. Children are very proud of their achievements clapping and smiling at their success. This entices other children to share the activity and initiate their own game by counting to 22 and beyond, together.

Younger children become absorbed in an abacus game. They show good levels of concentration as well as developing their small muscle skills, as they manipulate the beads around bends and move them backwards and forwards. Children have fun outside. Younger children explore with differing textures. For example, they manipulate foam between their fingers as they cover toy dinosaurs. They try challenging climbing apparatus and ride trikes which demonstrates good physical control, as they manoeuvre them around objects. Practitioners show enthusiasm in their teaching skills by sitting with the children supporting them during sensory play with rice, large spoons and containers. Young children stand at the low-level tables tipping and pouring the rice. They show interest and enthusiasm and good levels of concentration as they spend significant lengths of time at the activity. Practitioners talk to children sensitively and clearly and effectively

use signs and symbols to engage with children who do not use English as their first language. This fully supports children in their communication and language skills. Furthermore, children access books independently as well as showing interest when stories are being read to them, all of which continues to support children in their language skills and prepares them for the next steps in their learning and eventually the move to school.

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

Children are happy and settle quickly on arrival to the nursery because the practitioners are warm and welcoming. For example, practitioners engage successfully with parents from the onset to gather useful information about their child to assist them in planning activities to help the child settle. However, sometimes practitioners when young children are settling during their transitional periods between rooms interrupt children's play to carry out routine tasks, such as nappy changing. As a result, some children become distracted and lose focus in their continued play. Practitioners support children by reassuring them using soft tones in their voices and offering cuddles, and using distraction well. Overall, attachments between children and practitioners are strong and promotes their physical and emotional well-being. Children are well supported during their move to school. Children feel secure and safe to explore their environment. This is because the key person system works extremely well. For example, babies show good levels of confidence and are happy as they make independent choices in their play both indoors and outdoors.

The behaviour of children is good. Practitioners are consistent in their approach to dealing with unwanted behaviour. They provide clear and sensitive messages to which children positively respond to. Children are treated with equal concern and included in all activities because practitioners plan and organise time and resources effectively both indoors and outdoors. Children feel valued because they are listened to and their artwork is displayed. Practitioners create a welcoming, safe, clean and stimulating environment for children. Toys, resources and activities inside are attractively presented and accessible for all children, appropriate for their age and ability. Practitioners use the outdoor areas well ensuring children are offered plenty of shade and are protected from the sun. Activities and resources outside further enhance what is presented inside, supporting children in their all-round development. Practitioners work sensitively with children who require extra support, such as children who have special educational needs and/or disabilities or with children with English as an additional language. Effective multi-agency working and partnership with parents ensures all children are given good levels of support to meet their varying and individual needs. Furthermore, practitioners use signs and symbols to ensure all children are included and that communication is maintained at a good level.

Practitioners provide the cook with up-to-date information about children's varying and changing dietary needs. This enables the cook to plan varied healthy and nutritious meals, which successfully adhere to children's individual dietary needs. Practitioners are good role models and oversee the daily tasks and routines of ensuring the nursery is well maintained and suitable for children. Children are learning about keeping healthy and safe through effective self-care routines and daily activities. For example, regular hand washing routines

help children learn how to stop germs from spreading and making them poorly. Furthermore, children learn about keeping safe in the sun because practitioners monitor the length of time children spend outside when the weather is hot and ensure all children have sun cream applied.

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 about 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 Statutory framework for the Early Years Foundation Stage, such as the action that is taken regarding the use of mobile phones and cameras in the nursery. Posters around the nursery are a constant reminder to all practitioners, parents and visitors to adhere to this policy. The suitability and performance of all practitioners working with children is of a good standard because senior managers implement effective recruitment, induction and performance management practise. Daily risk assessments are completed on all areas where children have access, to minimise hazards to them. For example, practitioners undertake prior checks and record these on a tick list every day where children will have access to. Furthermore, senior managers oversee and review all assessments to ensure children are cared for in a safe environment and when on outings. Practitioners deploy themselves effectively to ensure the overall needs of children are met and that adult to child ratios are maintained. As a result, children are supervised effectively by practitioners both indoors and outdoors. Fire drill procedures have recently been reviewed to ensure these are robust. Practitioners have had training to ensure they adhere to the new procedures and fully understand their roles and responsibility to keep children safe. A comprehensive range of records is maintained effectively which adhere to the welfare requirements of the Statutory framework for the Early Years Foundation Stage. These are informative and used to track and identify any emerging issues and action is taken to ensure children are continually protected. Practitioners successfully implement the robust range of written policies and procedures which underpin the smooth running of the setting. Overall, children are effectively safeguarded and practitioners create a safe and secure environment for them.

The manager is an effective leader and a good role model who inspires the workforce to make continual improvements. Furthermore, she is successfully supported by the owners who are committed to offering a good standard of service to children and parents. Regular appraisals and team meetings provide good opportunities for the manager to identify any training needs to improve practice. For example, several practitioners have recently completed level 3 training in childcare. This enhances their skills and knowledge to support and benefit children in their learning, development and meeting their overall needs. The overall self-evaluation is effective. The manager understands and values the importance of seeking suggestions and ideas from practitioners, parents and children. The manager then reviews them and, if appropriate, implements changes to their practice to benefit children. For example, practitioners have worked hard to improve the way they track children's progress. Clearly recorded evidence is presented in colourful development

files supported by photographic evidence of what children have done. These clearly link to the areas of learning and identify what practitioners will do next to support the next stage in children's learning. The manager also observes practitioners in the rooms to assess their skills and use of resources. This is an effective way to ensure that the educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment.

Parents spoken to are positive in their comments and highly value the service that is offered. Information around the nursery is easily accessible for parents to view at their leisure. For example, displays of the areas of learning help parents understand the typical stages of children's development and activities that support children in enhancing their skills. Practitioners are warm and welcoming to parents and ensure that information is effectively and sensitively exchanged. Overall, practitioners have a good understanding and value the importance of establishing trusting relationships with parents. Information is effectively and sensitively exchanged to ensure all those involved with the child are able to plan to meet the ongoing and changing needs of the child while respecting the wishes of parents. Activities to complement children's learning and development continue to meet children's ongoing and changing needs because practitioners understand and value other professionals' input, such as from teachers. Furthermore, practitioners work effectively with other agencies, such as the local authority Early Years Specialist and external agencies to support children with special educational needs. This involves close working with professionals to meet the individual needs of children offering effective support to them to achieve, given their starting points.

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

Unique reference number	EY221824
Local authority	Nottinghamshire
Inspection number	928640
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	80
Name of provider	Shaping Futures Ltd
Date of previous inspection	27/03/2012
Telephone number	01623 600638

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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
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M1 2WD

T: 0300 123 4234
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