

# Snapdragons at Corsham Primary School (Broadwood)

Corsham Primary School, Broadwood Avenue, Corsham, Wiltshire, SN13 0LX

<b>Inspection date</b>	28/10/2013
Previous inspection date	25/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 happy, confident and secure. They play in a calm, relaxed environment where they make independent decisions about their play and make good progress in their learning.
- Staff are warm and welcoming, engage well with the children, and have a good understanding of the Early Years Foundation Stage requirements.
- The nursery is clean and very well maintained. Staff use space well to provide good care and learning opportunities.
- Staff are enthusiastic about their work. The senior management team encourages staff development, which helps the whole team to improve the children's experiences.

### It is not yet outstanding because

- Staff have not fully established ways to encourage all parents to be involved in children's learning and assessment.

## 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 indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, the owner, the area manager and several staff members.  
The inspector sampled documentation including children's assessment records and
- planning documentation, evidence of suitability of staff and the nursery improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Karen Prager

## Full Report

### Information about the setting

Snapdragons Nursery operates from purpose-built premises attached to Corsham Primary School, Broadwood site. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It was registered in 2007 for a maximum of 70 children aged under eight years. All children may be in the early years age range; no more than 24 may be under two years. There are 85 children on roll, including 77 early years children, of which 20 are funded. The building has a large foyer, four children's rooms, an office, a kitchen and secure outdoor areas. It is joined to the host school by secure double doors. The nursery has access to the school grounds and playing fields. There is disabled access and toilet facilities inside. The nursery opens five days a week all year round from 8 am to 6 pm. Sessional care is offered from 9 am to 3 pm, term time only. Out of school care is also available all year round. On Fridays the nursery holds a young mothers' group in the afternoon. The nursery also provides a drop-in provision for parents attending school events. There are links with the host school and other providers of early years provision within Corsham, as well as with health visitors and the local authority early years advisory team. There are 14 members of staff, of whom 11 are qualified in childcare and playwork; two members have completed qualification at a high level and one has almost completed a qualification. The cook holds certificates in both childcare and food hygiene.

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

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

- strengthen the involvement of parents in their child's learning, for example by encouraging them to make regular contributions to their child's assessment records and incorporating their suggestions for the development of their child into the planning of activities.

### Inspection judgements

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

Staff have a good understanding of the children's learning and development and as a result deliver good quality educational programmes. They work well with parents to find out about children's interests, routines and capabilities when they first attend the nursery. They make regular observations and summaries of children's progress, and use this information to plan next steps in development for individual children. As a result, all children are making good progress in their development. Staff have implemented the progress check for children aged between two and three years, and documentation for

this is in place and shared with parents.

Staff set out toys attractively for the children throughout the nursery, and help children to explore their environment. Children discover the world around them by feeling a wide variety of textures; for example they are encouraged to feel the flesh and seeds from a pumpkin. They make marks in foam and explore the indoor sandpit. Older children enjoy the freedom of messy and imaginative play when they use the mud kitchen. Children sit quietly when they listen to a story, which is expressively read to them. They show they are interested and listen carefully to the sounds of words. Children enjoy running across the school field and collecting acorns in their baskets. They watch the chickens being fed and count how many eggs have been laid.

Children develop good language skills. Staff provide focused support in small groups for language development and social skills. This is effective in developing a secure base for children's inclusion in the group and for their future learning. Children show they understand instructions and they develop confidence, talking with each other and negotiating whose turn it is to roll the cars down the ramp. They eagerly assess which car goes furthest. A long-running project in developing hopping skills has been successful in supporting children's development in balance and counting. Children confidently count how many children are present and a member of staff asks them to consider how many are girls and how many are boys. This helps children develop early mathematical skills.

The systems to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are mostly successful. Parents receive regular information about their children's learning and development and some parents contribute to their child's assessment records, to complement the staff records of children's achievements. Parents are welcomed into the nursery to talk to their child's key person at any time. They are invited to meet with staff at regular intervals in the year for reports about their child's progress in all areas of learning. Staff welcome parents' comments although they sometimes do not incorporate their suggestions for their child's development into the planning of activities. Parents can also see examples of their children's work on the nursery walls.

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

Children show they are happy and settled in the nursery. Staff are warmly greeted by children when they arrive and visitors to the rooms are greeted by a cheerful 'hello'. Staff cuddle babies when they feed them their bottle and are close at hand when they wake up. In addition the well-established key person system means that children feel secure and build close bonds with those who care for them. Staff work with parents to meet the children's care needs. They share information on children's sleep and feeding patterns, and work together to manage toilet training.

Children learn to be considerate of the needs of others. For example they know they must be quiet when they walk down the corridor as there are babies sleeping. Staff spend time talking with children about what behaviour is expected, and together they formulate

'Golden Rules' to help children learn to be responsible for their behaviour. Staff manage the children's visits to a new room well, by taking them into the room to visit. There are close links with the host school. Older children visit the school throughout the year for a variety of events, which prepares them well for their next learning environment.

Staff promote healthy lifestyles by providing nutritious food and snacks, daily opportunities for outdoor play, and by promoting good hygiene. Staff support children to wash their hands before eating so that this routine becomes well embedded. Children know they can help themselves to a drink when they are thirsty, and older children learn to pour their drink competently. Children are also encouraged from a young age to serve themselves their food so that they have clear choices in how much they eat. Staff provide wellington boots and waterproof clothes so that children can play outside each day, even in wet weather.

Staff provide a safe environment. Good quality resources to support children's all-round development are in easy reach. The youngest children are taught to be careful as they use the indoor steps and slide. Outside children learn to look out for danger when they cross roads, and to balance carefully when they use the large equipment in the school grounds.

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

The senior management team demonstrates a clear understanding of its responsibilities to meet the legal requirements of the Statutory Framework for the Early Years Foundation Stage. Regular observations of staff by senior management, together with routine meetings, help to identify strengths and areas for further improvement. Ongoing, focused training encourages staff to develop their skills and therefore improve practice further. As a result, procedures to monitor staff performance and the educational provision are effective. There are good procedures in place to identify and assist children who need additional support and staff work in partnership with outside agencies so that there is continuity for children.

Positive steps are taken to keep children safe. The risks in the environment are assessed by staff on a daily basis and they take prompt action to minimise these. All staff are aware of changes to circumstances and discuss with children the reasons for the high standard of behaviour that they expect. Robust recruitment procedures are in place to assess the suitability of staff working on the premises. Induction procedures are successful in helping staff to become familiar with the nursery's policies and procedures and to understand how these work in practice. Staff are supported well to have confidence to follow the correct procedures should they have a concern about the welfare of children and also if they have a concern about the practice of other staff. This serves well to keep children safe. The owner liaises closely with the host school to establish continuity of practice, and to reduce any risk to children when using the school equipment.

The owner has high aspirations for the nursery. She is motivated, supports staff well in their professional development and constantly make plans to improve the educational

programmes. Since the previous inspection the nursery has taken some steps to improve the provision in the garden. Shade is provided to protect children on sunny days, and a mud kitchen benefits children's all-round development throughout the year. The new manager has taken effective steps to improve the provision for children. For example, the resources outdoors have been further extended and documents to record what children can do before they start attending have been improved, to provide more information to assist staff in supporting children. There are close links with other providers of early years provision within Corsham. Other links are well established, such as with health visitors and the local authority early years advisory team.

### **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>	EY361923
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	938290
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Snapdragons Nurseries Ltd
<b>Date of previous inspection</b>	25/06/2010
<b>Telephone number</b>	01225 811515

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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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