

# Sounds Active @ Sound & District Primary School

Sound & District Primary School, Whitchurch Road, Sound, NANTWICH, Cheshire, CW5 8AE

<b>Inspection date</b>	03/12/2013
Previous inspection date	02/07/2009

<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

- Practitioners create a welcoming and stimulating learning environment where children settle in well and make warm relationships with each other, resulting in children feeling happy, safe and secure.
- Safeguarding of children is good because staff know the procedures to follow and a policy is in place, which is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- Practitioners understand how children learn best and children are learning important skills that will form a firm basis for their future learning.
- Children's communication and language is well supported. Children have enjoyable conversations with each other and practitioners. They enjoy the company of the friendly team, who sit with them and join in with their play.

### It is not yet outstanding because

- Opportunities to involve parents in their children's learning further are not consistent, for example by the robust exchange of information and sharing their views, to enhance children's learning and development at home.

## 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 main play room room and the outdoor learning environment.
- The inspector spoke to the management team, parents, practitioners, staff and children throughout the inspection.
- The inspector carried out a joint observation of staff and children with the owner/manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.

## Inspector

Ron Goldsmith

## Full report

### Information about the setting

Sounds Active @ Sound & District Primary School is privately owned and managed. It was registered in 2009. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery and out of school group operate from a single room mobile building in the grounds of Sound and District Primary School, Nantwich. There is a secure outside play area.

The setting is open Monday to Friday, 8am to 6pm, term time only. There are currently 65 children attending, of whom 17 are within the early years age range. The provision receives funding for provision of free early education for children aged two, three and four years. The out of school element also accepts primary school children over eight years. The setting supports children with special educational needs and/or disabilities. Five members of staff are employed to work with the children, of whom four hold appropriate early years qualifications at level 3 and one has a level 2 qualification. The manager has Early Years Professional Status. The setting receives support from the local authority early years advisory team.

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

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

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home.

### Inspection judgements

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

Children are keen and eager learners who use the free-flow opportunities between the indoor and outdoor learning environment well. The range of activities, toys and resources for the children to choose from means that they are stimulated, interested and challenged by their time in the setting. Consequently, children are willing participants in their learning. Numerous free play opportunities are well balanced with adult-led structured learning. Children cooperatively build tall towers together with bricks, practice their Christmas songs with actions and bells which they enjoy shaking. They glue, cut and draw confidently as they make Christmas cards. Staff take everyday opportunities to develop children's learning, for example asking children what shape they have created with the railway track they build with. Children respond by confidently saying a circle. When playing outdoors children climb into a tent, paint with large brushes, pour and measure quantities of sand and water. They explore with curiosity and interest seeking help from practitioners

if they require it. These activities support the development of their imagination and their growing understanding of the world around them. Children are enthusiastic in finding things out and exploring for themselves and their ideas are well supported by practitioners. They enhance their communication and language skills as they sing songs and talk to practitioners and each other about important family events. They develop their listening and attention skills as they sit in a group to take the register and speak when they know it is their turn to do so. Practitioners skilfully encourage the children to be attentive when they need to listen and support their good behaviour with sensitive interventions.

There are effective systems in place for understanding and meeting individual children's needs and interests. For example, in the after school provision, children have opportunities to inform the planning of activities by expressing their own interests and preferences. Information about children is gathered from parents, which, together with further observations and assessment are linked to developmental ages and used to plan for children's next steps in their learning. These next steps are monitored and inform the planning. Consequently, a varied curriculum is planned to ensure every child makes good progress. Children are well supported in their language and communication development because there are plenty of opportunities to express their ideas and thoughts. Teaching is good because children's learning is well supported by practitioners who are knowledgeable about how children learn best and who offer sensitive interactions to ensure that children are learning in a variety of ways. This encourages children to make good progress towards the early learning goals. Their physical skills are tested by the games they play outdoors as they negotiate space, distance and obstacles. They develop literacy skills by writing independently for a variety of purposes. Practitioners teach children mathematics effectively using a good range of everyday activities and routines, such as when children measure and pour sand and water, and develop counting skills as they count the number of children present. They count objects and recognise numerals, developing an understanding of simple addition and subtraction by taking some items away or adding. Teaching is good because practitioners recognise children learn best through active learning, playing and exploring. They encourage children to think for themselves and make choices about how to do things. In this way children are learning important skills that will form a firm basis for their future learning.

Children who need more support are skilfully assisted by practitioners who modify tasks according to their ability or interests. Children therefore make good progress and are well supported for the next stage in their learning. Children develop self-esteem and confidence through the praise and support they receive. Regular contact with other professionals and agencies ensures that all children make steady progress towards the early learning goals. Children with identified needs are supported when they attend the setting and the management team is proactive at providing further support where necessary. The progress check at age two is completed by the setting and shared with parents to identify any further learning that may require support. Regular communication with parents and sharing of children's learning files ensures that children's development is supported in the setting. However, the existing ways to involve parents further in their children's learning are not consistent, for example, by the robust exchange of information and sharing of views, in order to enhance children's learning and development at home.

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

Children's behaviour is good and they demonstrate their sense of belonging and safety through their familiarity in routines and their confidence in the adults in the setting. The key person system is effective and sensitive to the needs of children. Staff know all children well. Secure attachments are formed, which promote a good level of well-being. Generally strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Parents spoken to during the inspection praised the staff highly for their professionalism and for their skills in helping children develop, particularly in communication and language. Children explore their environment independently with practitioners nearby to offer sensitive and skilful interventions or to enhance and extend activities if necessary. As a result children's early investigative and curiosity skills are well fostered because they find out and explore for themselves. Practitioners are ready to help children stay involved in their learning and make links in their thinking. For example, when children play outdoors in a silver tent they say how like a rocket it is. They are thrilled when a practitioner shakes it to simulate a rocket being launched and they complete a countdown laughing and talking. When they come outside of the tent they pretend to have landed in a place they do not know and the practitioner supports this imaginative play well.

Children access a wide range of resources to help them take risks and try new experiences, often learning by trial and error. Children demonstrate high levels of confidence and self-esteem as they move freely around the setting, cooperate with peers and are keen to share their activities with practitioners and other adults. They are learning to negotiate and to share and take turns in their play. Children develop a good understanding of how to be kind, thoughtful and considerate. They understand the importance of sharing. Practitioners offer children reassuring support if they hurt themselves or upset others and this helps children to feel comforted and supported. Praise and encouragement from practitioners reinforces children's developing levels of high self-esteem.

Children begin to develop good self-help skills, such as helping themselves to water if they are thirsty, and they are becoming more independent in their toileting routines. They can dress themselves up warmly to go outside saying, 'mummy says I have to wear gloves in the cold weather'. They have a healthy snack at mid-morning from a choice of fruits, water or milk. Practitioners support energetic physical exercise for children when they go outdoors and there is a good variety of toys and resources for them to use. Outdoor play is a major part of the children's day and they get plenty of fresh air and exercise. These activities provide children with a firm foundation for developing a healthy lifestyle. The well-resourced environment and knowledgeable practitioners support children's development and promote their growing independence. This is especially important as children become older and prepare to move into school. Good partnerships have been established with the host school and other providers and agencies. This means that children have very positive transitions as they move onto the next steps in their learning

and they are emotionally well prepared.

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

Leadership and management of the provision is effective resulting in a well-organised service. Staff are motivated and work very well together. This creates a harmonious and happy environment. Self-evaluation helps to identify the strengths of the provision as well as areas for development. The management and staff team demonstrate a strong commitment to improving their service to improve outcomes for children. This inspection was brought forward as a result of concerns received about a practice issue relating to behaviour management. The inspection found that the practitioners were fully aware of their responsibilities, and take appropriate steps in relation to managing children's behaviour to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met.

Arrangements are in place to monitor the progress children are making and to identify any gaps in their development. For example, individual learning records are shared with parents and are reviewed on a regular basis, and younger children have a progress check at age two. Practitioners maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps in learning planned for them. Educational programmes are planned to ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. For example, individual educational plans are written to address specific targets for those children with special educational needs and/or disabilities and these are supported by external agencies. Staff fully recognise their responsibility to promote children's learning and development and do this effectively. Regular team meetings, one to one meetings and annual appraisals are in place to monitor and support staff and to promote consistency.

One member of staff takes lead responsibility for safeguarding children. She has completed training to support her in this role and all staff are aware of the procedure to follow if they have concerns about a child. Clear and appropriate procedures are in place to respond to concerns about any child's well-being. Robust recruitment procedures help to ensure that children receive care from fully checked and suitably qualified staff. Ongoing risk assessments and daily safety checks take place to identify and minimise hazards within the provision. Effective partnership working with other professionals and practitioners within the school helps the setting to provide care which is coordinated and cohesive. This applies to the after school club and the pre-school setting equally. Parents express high levels of satisfaction with the care their children receive. Those spoken to during the inspection praise the caring support of staff and feel that their children are progressing well.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY389593
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	945440
<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>	22
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Sounds Active Partnership
<b>Date of previous inspection</b>	02/07/2009
<b>Telephone number</b>	07962476863

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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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