

Robins Childcare

Capel St. Mary School, The Street, Capel St. Mary, IPSWICH, IP9 2EG

Inspection date

03/01/2014

Previous inspection date

11/06/2013

The quality and standards of the early years provision

This inspection:

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

- Staff have a thorough understanding of how children learn and develop and they use this to plan and provide activities that encourage children's strong development across all the areas of learning.
- Strong management and a well-established professional development programme, means children are cared for by a highly committed and motivated team of staff. They effectively inspire children to do well as they have high expectations for all children in their care.
- Children are settled and show as strong sense of belonging in the nursery. They form trusting relationships with staff and confidently and enthusiastically participate in activities. Good partnership and communication with parents enhances this.
- Children enjoy being active in the stimulating outdoor learning environment, where they have countless opportunities to learn and develop their physical skills in the fresh air. They are effectively supervised and safeguarded by knowledgeable staff.

It is not yet outstanding because

- Children's participation at snack and lunchtime does not always support or offer the same high quality experience children receive throughout the day in order to promote decision making and independence further.
- There is scope to further enhance children's transitions into school by ensuring good partnerships are established with all schools children may attend.

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 children's activities, both indoors and outdoors.
- The inspector held discussions with the manager and talked to children and staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of suitability of staff and recruitment procedures.
- The inspector took into account the written views of the parents and those spoken to on the day of the inspection.

Inspector

Lynn A Hartigan

Full report

Information about the setting

Robins Childcare has been established since 2006 and was registered in new premises in 2010. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from purpose designed and built premises in the grounds of Capel St Mary Primary School, Suffolk. The children have access to two secure outdoor play areas.

The nursery employs 11 members of childcare staff. Of these, nine members of staff hold early years qualifications from level 3 to level 6. Two members of staff are currently working towards qualifications in childcare. The nursery also employs a cook and an administrator. The nursery is open each weekday from 7.45am to 6pm, 51 weeks of the year. Children attend for a variety of sessions. There are currently 123 children attending, 69 of whom are in the early years age group. Care is also provided for children aged over five years before and after school and during school holidays.

The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the already good learning experiences at snack and lunchtime to ensure all children's decision making and independence are fully supported and challenged
- continue to extend arrangements for partnership working with some schools to ensure a consistent approach is embedded in practice, enabling a smooth transition into school for all children.

Inspection judgements

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

Children make good progress as the staff have a positive impact on their learning and development. The nursery is extremely bright, welcoming and child friendly. Quality resources are easily accessible and children including babies are able to self-select and

initiate their own play and learning. The team of staff are highly qualified and have a secure understanding of how children progress, and have high expectations for all children attending. As a result, children are fully supported to ensure they reach their potential. A robust key person system is fully embedded in practice. Initial assessments made by the key person and the child's parents, provide meaningful starting points to plan for their individual needs. Parents are positively encouraged to share what they know about their children and about their continued learning at home. For example, home observation forms and a 'wow' board encourage parent's contribution. These are followed up with ongoing observations by staff that are used to inform next steps in learning. Information, such as the characteristics of learning and schemas is readily available to parents to help them understand the importance of their children's play and behaviour. Teaching techniques are strong and children experience a good balance of adult-led and child-initiated activities. Staff effectively engage well with children and are skilful in knowing when to offer support or allow children to direct their own play. For example, babies enjoy making sounds bashing role play equipment together, such as cooking utensils. They show fascination in the noise they make. Staff subtly introduce baskets of musical instrument to extend children's interest and discovery of sounds. Children choosing to play outdoors are encouraged to put on their own coats and are given time to do so. Staff are close by to offer support but this is done sensitively to give children a sense of achievement. Accurate observations and assessments, such as the progress check at age two, are now fully embedded in practice and used effectively to support children's future learning. Children with special educational needs and/or disabilities are supported extremely well. Strong partnership working with parents enables staff to work together with other professionals to secure the best outcomes for all children.

Staff place a high priority on children's learning in the prime areas. For example, helping children acquire communication and language skills and supporting their physical and personal, social and emotional development. As a result, children gain the skills, attitude and abilities they need for their next steps in learning, moving on into new rooms within the nursery and in preparation for school. The nursery is very welcoming and offers a very homely and relaxing environment for children. Older children are very caring and attentive to the younger ones and even toddlers cuddle one another as they play harmoniously together. Children share toys and help one another, for example, when building train tracks. The importance of friendships and thinking about others is reinforced by staff that are very good role models for the children. Children's speaking and listening skills are developing well as staff talk to children at their level. Children are confident and expressive when talking to one another. Games, such as matching and sound lotto encourage children to listen carefully and follow instruction.

Children of all ages spend time outdoors. This is because they are able to flow freely from indoors to their own secure garden area that leads from the playrooms. Children have immense fun building walls with large construction bricks. When they fall down staff show genuine delight and excitement and suggest 'they make them again, even stronger' this inspires children to try again. Children dig in the sand, make marks using chunky chalks and large rolls of paper. They sit with their friends in dens made from willow. Strong emphasis is given to using natural play materials. Children enjoy discovering and exploring using treasure baskets that offer open ended play. Visits arranged within the village create a strong sense of community for the children. For example, they visit the local

greengrocers to buy fruits for snack or visit the library. Good opportunities are available for children who speak English as an additional language. Signs in children's home language and dual language story books create a sense of belonging and embraces children's home languages within the nursery. Good multi-cultural resources and celebrations, such as, Christmas and Diwali support children's understanding of diversity.

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

A highly effective key person system means that children have formed close relationships with the staff who care for them. Babies seek out familiar staff for cuddles and happily settle for their nap when they are sleepy. They have their own cots within a separate sleep room adjacent to the playroom so that they can sleep uninterrupted. Staff monitor sleeping babies effectively. Children settle with ease into nursery as a result of friendly, caring and approachable staff, this supports children's emotional well-being. Parents speak of how happy and excited their children are to attend nursery and how supported the whole family are to ensure a smooth transition from home to nursery. Children's individual routines are considered and respected. Information gained on entry, such as children's likes and dislikes assist continuity and consistency of care. Visitors to the nursery, such as reception teachers have a positive impact on children who are preparing for school. However, these opportunities are not yet fully maximised and continue to develop to ensure consistency for all children attending all schools in the local and surrounding area.

The caring team of staff understand and recognise children's emotional and physical needs. For example, when a child needs a cuddle or some quiet time, they are encouraged to sit comfortably and enjoy stories in a cosy book area. Children's good health is promoted as they receive fresh air and exercise daily. They are provided with healthy and nutritious snacks and meals. A menu is available to parents and this takes into account children's dietary needs and allergies. Children have access to drinks throughout the session to ensure they are hydrated. Mealtimes are a social occasion and pre-school children are encouraged to be very independent at this time in preparation for school. Although children serve themselves independence and decision making for younger children at this time is not maximised. For example, snack is often cut up and ready prepared for them. Tables are ready laid, drinks and gravy is poured for them. This means the high quality teaching and learning opportunities that is offered throughout the day is not consistent at snack and mealtimes.

The nursery is extremely welcoming and equipped with good quality resources and equipment. High standards of cleanliness and risk assessments mean children play in a bright, clean and safe environment. Children's understanding of how to manage their own personal needs is supported as they use the bathroom independently. They know to wash hands afterwards but are sensitively supported by the staff. Good hygiene practices, such as nappy changing procedures ensure children are protected from cross infection. Children learn about keeping themselves safe through activities and displays to encourage their thinking. For example, when walking in the local environment they learn about road safety. This is reinforced with visual displays. They are reminded to use 'indoor feet' if they run indoors. The manager and her staff have created an environment where

everyone has respect for one another. Consequently, children display positive behaviour and are very happy and busy at nursery.

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

Highest priority is given to the safety and welfare of the children. The strong team of staff have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements. Security within the nursery is very good. Children are supervised well and staff work over the required ratio to further promote children's safety. Thorough risk assessments are completed. Safeguarding policies and procedures are clearly written and staff have a sound knowledge and understanding of their responsibility to safeguard children and report any child protection concerns, if required. A robust policy regarding the use of mobile phones within the nursery is followed and this means children's welfare is protected. A thorough recruitment and induction process is in place and all staff complete rigorous checking procedures to establish their suitability to work with children. All required clearances are in place for those working or in regular contact with the children within the nursery, to further safeguard them.

The manager and her team of staff strive for excellence. Staff morale is high and all are extremely committed and motivated to provide high quality childcare. This is because their own professional development is supported and training is positively encouraged. As a result, children are cared for by highly qualified, reflective and enthusiastic staff. The manager monitors staff performance well and ensures through careful observation and monitoring that all children in the nursery receive consistently good quality childcare and education. A self-evaluation process positively includes all staff contributions and those comments from parents and children. Questionnaires are used for more formal feedback from parents. A secure comments box is also available to parents. However, staff hold daily discussion with parents and the manager has an open door policy for both staff and parents and welcomes any suggestions made. Parents written comments and those spoken to at the time of inspection suggest they are very happy with every aspect of care and learning opportunities offered. Parents post comments on the nursery webpage and again these are exceptionally positive.

Meaningful information is displayed for parents within the nursery. This includes the beautiful photographs to evidence the children at play. Newsletters, daily conversations and regular access to the children's learning journals mean parents are kept updated on their children's time at nursery. Open evening and social events are organised and these enable parents to meet other users of the nursery. A graduation party is held for children leaving for school. Relationships with other early years and health professionals are established; this means that good information is shared and continuity of care is effectively promoted.

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

Unique reference number	EY395784
Local authority	Suffolk
Inspection number	949349
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	123
Name of provider	Victoria Jane Dean
Date of previous inspection	11/06/2013
Telephone number	01473 310767

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

