

Shaping Futures

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

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| Inspection date | 17/01/2014 |
| Previous inspection date | 13/08/2013 |

| 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 happy and form close attachments in this nurturing and friendly environment. Staff praise children's achievements, which effectively promotes their self-confidence and self-esteem.
- Partnerships with parents are very well established, and they are expertly supported to continue their child's learning at home. This contributes to children's good progress.
- The manager is committed to the continuous development of the nursery, using an effective system to cascade new training to all staff.
- Safeguarding procedures are robust and staffs' knowledge of safeguarding issues is consistently monitored. This helps to ensure children are protected from harm.

It is not yet outstanding because

- There is scope to further challenge and extend children's learning through more extensive use of open-ended questions.
- Although the children are encouraged to become independent in selecting resources and activities, there is opportunity to further develop their self-care skills and ability to make their own choices at meal times.

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 playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, cluster manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
■ evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Lianne McElvaney

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 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and 3 and one staff member is unqualified. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 63 children on roll and of these, 53 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:

- extend staffs' skills in the use of open-ended questions with many possible answers to further promote children's problem-solving and critical thinking skills
- enhance opportunities for children to further develop growing independence and self-help skills, for example, by encouraging them to serve their own meals and pour their own drinks.

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 Early Years Foundation Stage learning and development requirements and know that children learn best through play and first-hand experiences. Therefore, they are able to plan stimulating activities that support children's development in all areas of learning. Staff skilfully use resources to develop children's characteristics of effective learning. For example, children show concentration when actively playing cooperatively with each other using small world toys, taking turns to park their cars in the garage. Babies explore the texture of dough and develop manipulative skills as they learn to use rolling pins. Staff complete regular reviews on all children and share these with parents. Children throughout the nursery are making good progress in all areas of learning. All children have a learning journal record, which contains a variety of

observations and photographs to show children's learning over time. Staff also share this with parents. The nursery has implemented the progress check at age two successfully and all related documentation is in place. As a result of the effective assessment and recording of children's progress, parents receive a clear picture of where their children are in their learning and are actively encouraged to be involved in their children's learning and development within the nursery and at home. Parents are kept very well informed about the life of the nursery via the noticeboards, parent meetings and through daily chats with staff. Children make decisions for themselves and are becoming independent because they plan activities for the afternoon session in the pre-school room. This also means that children have time to become deeply involved in activities, which encourages them to persist at their learning as staff adapt activities depending on the children's ideas. Toddlers cuddle up to staff as they listen to stories, demonstrating that they feel safe and secure. Older children confidently use their knowledge of sounds and letters to recognise phonetic sounds on picture cards. Children learn about mathematics through a range of different planned and incidental activities. For example, they recognise the size of bubbles as they bubble paint. Children are encouraged to engage with staff in conversations about their play and staff provide a running commentary about children's play to model language. However, opportunities to challenge children's critical thinking skills and to problem solve are missed as open-ended questions are not consistently used.

The effective key person system that is in place fully supports the setting's strong commitment towards forming successful partnerships with parents. This process commences by staff encouraging parents to share information when they and their child are initially introduced into the nursery. This helps staff get to know children and adapt routines in order to meet their individual needs. For example, individual routines for parting from parents are agreed during visits to enable children to settle into the nursery quickly and are adapted as the child develops. The regular exchange of information helps to keep parents informed and updated, and contributes very effectively to continuity of learning at home. As a result, children are settled, happy and feel secure. They demonstrate this by being independent and enthusiastic learners. Children form warm and friendly relationships with adults and each other, and their high levels of self-esteem contribute successfully towards their confidence and very good behaviour. Well-presented displays show children benefit from interesting experiences, such as textured collage materials being used to provide sensory experiences for children. Attractive displays reflecting changing seasons supports children's understanding of the world and photographs show parents the activities the children have been involved in. Staff make good use of the local community to extend children's learning, for example, by providing interesting opportunities for them to visit local parks.

Children enjoy coming to the nursery where their uniqueness is valued and they are offered a good level of support. Staff have a good understanding of children's development and how it links into the Early Years Foundation Stage. This results in children making good progress in their learning and children are working comfortably within their age and stage of development. This means that children are gaining a good range of skills to ensure their readiness for school when the time comes. The setting works with parents and other professionals to create action plans and set appropriate targets for children with special educational needs and/or disabilities, to achieve, in order that they make good progress. Children with English as an additional language are also

well supported. For example, children are given 'communication fans' in their pockets. These have 10 key words from parents, which staff use and practise the pronunciation. Staff use small group times to ensure that the English language is role modelled well and so children learn from their peers as well as staff.

The effective key person system enables staff to know their key children well and to promote and consolidate children's learning through their day-to-day interaction. Children develop a strong sense of belonging through the use of photographs of significant people in their lives. For example children's family photographs are attractively displayed on the 'Family Tree' display. A range of multicultural and diversity resources, artefacts and pictures, support children's understanding of the differing people and communities they live alongside.

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

Children are confident, happy and settled in this welcoming, friendly and family-focused nursery. The effective key person system across the setting ensures that children form secure emotional attachments. All children enjoy warm relationships with their key staff and all who care for them. Younger children are encouraged to begin developing relationships with each other and this enables them to enjoy their play activities as they begin to learn to take turns. Staff are fun and approachable and are positive role models. They support children well in their activities and ensure that there is a good balance of child-initiated play and planned individual support for each child. Babies and children use a wide and interesting range of toys and equipment. Staff place high priority on presenting the resources attractively and in ways that help children to make independent choices and decisions. For instance, they arrange an extensive range of play activities on the floor and low-level furniture to encourage the babies to explore and practise their mobility skills. Resources are displayed on open shelving or in storage containers that are clearly labelled, helping all children to see the range of equipment, find what they are looking for and assist with tidying up. However, some opportunities to develop children's independence skills are missed. For example, children are served meals rather than choosing the food they would like for themselves.

Parents and carers confirm that children 'settle in well' and they feel 'reassured that their child is happy at the nursery' as their child runs into the playroom. This indicates that arrangements to support children's transitions as they enter the nursery are effective. Children form secure emotional attachments and staff find out about children's routines from their parents before they start. For example, daily diaries are used to support verbal communication when children are collected. The manager knows all the children and parents extremely well; regularly engaging in conversations to ensure each child's needs are being supported. This helps promote children's sense of security and continuity in the child's care as they make the transition between their home and the setting. Children are supported very well in their transitions between rooms with visits arranged with their key person, and parents are fully involved. Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour. They play well together and display good behaviour because staff have consistent boundaries in place. For example, staff consistently use praise and positive behaviour

management techniques. Children form very positive relationships with adults and their peers, working happily alongside each other as they learn to share. Staff role model good social behaviour for children, for example, sitting with the children during meal and snack times, and offer frequent praise. As a result, children gain a sense of self-esteem because their achievements are celebrated.

Children's health is promoted very well and there are clear and consistently applied systems in place to protect them from infection. Systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Ongoing, in-depth risk assessments and daily checks ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of safe practice, for example, as children are reminded about safe play outside. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Children benefit from the carefully balanced and nutritious menu offered. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Meal times for children are sociable occasions as they sit together in small social groups. However, opportunities for children to learn to be increasingly independent by serving their own food are missed. Children are well prepared for transitions to the local school, because the manager is working hard to develop relationships with feeder schools and shares written records of children's progress. Staff discuss the move to school with the children, which helps reassure them about the next stage in their learning journey. The manager is liaising with teachers at local schools to support children's transition through creating book bags for the pre-school room to ensure children are familiar with stories they will read at school.

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

The manager competently leads and deploys a well-qualified staff team. She leads by positive example and regularly works alongside her staff, enabling her to assess their performance and monitor the provision for children. The staff are well supported by the manager to fulfil their responsibilities to meet the requirements of the Early Years Foundation Stage. An established programme of professional development helps staff improve their knowledge, understanding and practice through access to training, staff meetings and annual appraisals. For example, the manager is planning to have some training delivered to the whole staff team to ensure consistent approaches. During staff meetings policies are reviewed on a rolling cycle, which the manager plans and monitors. Plans are in place to enhance this further by the addition of an another deputy manager to ensure staff are given consistent guidance and support. This makes sure staff are confident and resourceful as they strive towards maintaining good standards of care and learning for children.

Recruitment procedures are sound and together with background checks, thorough induction training, performance management systems and room meetings, mean that staff remain suitable for their role. No unvetted member of staff is permitted unsupervised access to children in the nursery. A full record of all staff Disclosure and Barring Service

checks is maintained. Children benefit from being cared for by staff who work well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and meet weekly in room teams to contribute fully to the planning of activities and evaluation of children's learning needs. There are effective safeguarding arrangements in place. All staff attend safeguarding training and know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Written safeguarding procedures and guidance are in place for referral, including detailed risk assessments. Clear records of risk assessment show how safety is prioritised in all areas, both inside and outside. Staff supervise the children well and use clear explanation to help ensure that children learn to understand hazards. Staff to child ratios are maintained at all times. Staff also carry out daily checks before the nursery opens, to ensure all areas remain safe for the children to use. Accidents are managed well in the setting because most staff have carried out first-aid training; they record all accidents and give parents a detailed description of what happened and any treatment administered. Actions and recommendations from the last inspection have been effectively addressed which has had a positive impact on the care, welfare and progress of the children who attend. For example, staff now match children's observations of achievements to their next steps in learning, which means that educational programmes reflect the learning needs of each child.

Effective self-evaluation fosters an ethos of reflective practice. The manager has set a clear action plan for future improvements to develop practice and environment further, benefitting children's care. The manager tracks children's achievements to monitor that they are reaching expected levels in each area of learning. The manager and staff ensure that the effective partnerships with parents and external agencies help to secure well-timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that the staff take time to get to know and learn about their child and support, including intervention from outside agencies, is well timed and proactively sought from the manager and staff. Parents state that the communication between them and the nursery is very good and they feel able to support their child's learning at home.

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

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| Unique reference number | EY221824 |
| Local authority | Nottinghamshire |
| Inspection number | 948491 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 67 |
| Number of children on roll | 53 |
| Name of provider | Shaping Futures Ltd |
| Date of previous inspection | 13/08/2013 |
| 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.

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.

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