

Earlyworld Stafford Court

Earlyworld Stafford Court, Stafford Court, Stafford Park, TELFORD, Shropshire, TF3 3BD

Inspection date	19/12/2013
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 enjoy their time at this warm and welcoming nursery. Staff have a good understanding of how children learn and provide a broad range of interesting experiences in readiness for school.
- Staff develop warm relationships with children, are attentive to their individual needs and children happily and confidently explore their environment making good use of what is made available.
- A good two-way flow of information between the nursery, parents and carers results in the staff meeting the children's care and educational needs well.
- The management team are reflective, motivated and keen to continually raise their skills and knowledge to promote achievement for all children and secure their safety.

It is not yet outstanding because

- There is scope to enhance further the monitoring of the quality of what is on offer, in particular, for children aged two to three years and the tailored support provided to staff to further build on practice.
- There is scope to further build on the range and use of resources and experiences on offer for children under three years to offer an even more rich and varied environment for children.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the manager and deputy and conducted a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback questionnaires from parents.

Inspector

Parm Sansoyer

Full report

Information about the setting

Earlyworld Stafford Court opened in 1999 and is one of a chain of settings operating under the governance of Earlyworld Ltd. It is sited in a unit on a business park close to Telford town centre. The nursery operates from ground floor premises. The outdoor space is divided into a number of enclosed areas. The nursery is open each weekday from 8am to 6.15pm throughout the year.

The nursery is registered on the Early Years Register. There are currently 84 children on roll. The nursery provides funded early education for two- three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 20 members of childcare staff. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 4, 14 hold a qualification at level 3, one holds a qualification at level 2 and three are unqualified, of whom one is working towards a qualification at level 2. The nursery 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 monitoring of the quality of what is on offer, in particular, for children aged two to three years by more regularly observing staff and providing tailored support to further build on their practice

- build on the range of resources and experiences on offer for children from two years to three years and make resources, such as, the sand, water and arts and crafts more freely available for children under three years, to offer an even more rich and varied environment for children.

Inspection judgements

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

Good partnerships with parents and carers results in good outcomes for the children attending. For example, staff work closely with parents, whose children speak English as an additional language, to gather key words in their home language. These key words and use of symbols and pictures are used well to help children settle and communicate. Consequently, these children are progressing well towards the early learning goals in

relation to their starting points. Staff use observation and assessment well to identify any additional learning needs early. For example, children with speech and language delay are supported well and early discussions with parents and carers results in professionals being involved early to offer good support and guidance to the nursery. Staff use ongoing observations and assessments of what the children do and like and use this information along with information provided by their parents to provide a broad range of experiences, which are matched to their learning needs.

Children's personal, social and emotional development is fostered well. Babies and younger children are supported well to try new experiences and the older children are confident and active learners who increase their independence well. Children's communication and language is supported well. Staff caring for children over two years use whole group situations, small group work and one-to-one to encourage children to communicate. For example, group discussion is used for children in pre-school to encourage them to talk and listen to one another as they evaluate and share what they have been doing and enjoyed. Staff caring for babies and the younger children use their voice, tone and facial expressions well to capture their interest. They use songs, books and action songs well to increase their language. Staff place a strong focus on increasing their vocabulary during activities, such as, when children paint, use the sensory room and when they show an interest in the various play animals. This helps children have the key skills needed for their next steps in learning. Staff provide good opportunities to promote the children's physical development. All children use the outdoor areas and use a broad range of resources to test and increase their physical skills. Children have use of a soft playroom and the younger children have use of tunnels, tents, wheeled toys and rockers, indoors. The outdoor area also includes a 'forest and nature area', this provides good first hand experiences for children to observe nature. For example, children have created a ladybird house and a wormery, look for insects and have observed the life cycle of the caterpillar. Children have been planting and caring for plants and regularly handle and care for the pet hamster. They learn about other cultures as they celebrate a variety of festivals, talk about difference and taste a variety of foods from other cultures. Children over three years build secure foundations for early literacy. They use chalk boards, painting easels and the writing area and show good levels of concentration as they make their creations. Morning registration and circle time is used well for children to recognise their names and familiar words as they complete the calendar and weather board. Staff plan fun and enjoyable activities for children to consider sounds and letters. Children's mathematical learning and problem solving skills are fostered well, in particular, through use of the computers, which are popular with the children. Children enjoy recognising numbers and shapes and exploring size and measures through a variety of games and practical experiences, such as baking activities.

A good selection of arts and crafts materials, sand and water are made readily available for children to use freely at their own leisure in the pre-school room. Staff caring for children under three years provide children with arts and crafts activities sand, water, dough, cooked pasta and jelly. However, staff do not make these activities freely available to offer increased choice and enjoyment. The role play areas and small world toys are popular with the children. For example, in the pre-school room the role play area has been changed into 'Santa's grotto', and staff use this well to encourage children to play their imaginary games. However, the role play area in the two to three year old room does yet

not offer a broad enough range of resources to help children to further build on their play. In addition, the book area is not consistently maintained to ensure it is attractive and captures the children's interest.

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

Staff place a strong emphasis on getting to know their assigned key children and their families. For example, 'My family tree', boards are used to display the children's families' photographs to give them a sense of belonging and used by staff to initiate conversations. Staff caring for babies and the younger children, are warm and adopt a gentle, caring and nurturing approach to support their emotional well-being. For example, they constantly praise the children and use effective strategies to engage those who are reluctant to take part in activities and new experiences. Staff direct children well and encourage them to share during group activities. For example, even toddlers are keen to swap and share their paints. Children in pre-school have helped create the agreed codes of behaviour, which are visually displayed and the new 'traffic light' system to manage children's behaviour is understood well by the children. These children are keen to take on extra responsibility as they are nominated as the 'helper', 'leader' for the day. Children learn how to stay safe due to the strong messages staff reinforce about safety. For example, children use the pretend zebra crossing, outdoors, with their wheeled toys, learn about crossing the road safely and have visited the local railway station to learn how to keep safe.

Overall the resources are used well and there are secure systems in place, to achieve planned goals in learning. However, there is scope to improve further the quality and range of experiences for children under three years. All furniture and equipment used is safe and suitable and children move safely and freely as they explore the environment indoors and outdoors. Children are supported well when they transfer to another room within nursery. This is because staff share their knowledge, children's records and parents preferences with the new assigned key staff. Transition arrangements for the children's next phase in their learning, such as when they start school, continue to develop with the schools the children transfer to.

An on-site cook provides a two week menu of freshly prepared meals. Meals are freshly cooked, healthy and nutritious, and good attention is given to encouraging daily opportunities for outdoor play. Consequently, children begin to learn about the importance of healthy foods and the benefits of exercise. There are good systems in place to prevent the spread of infection. For example, all areas in the nursery are kept clean and hygienic and protective clothing used when changing nappies. The rooms are safe, welcoming with suitable lighting and heating to help secure children's well-being.

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

Arrangements for safeguarding children within the nursery and through work with external agencies are good. Ofsted carried out an announced visit after receiving concerns that the

provider showed a lack of understanding about child protection matters relating to decision making about referrals and records of persons with parental responsibility. This visit resulted in Ofsted setting two actions one in relation to ensuring the child protection policy is adhered to and that staff are aware to release requested information without delay. A second was action set in relation to ensuring children's records are up-to-date with who holds parental responsibility. These actions have been fully addressed and all staff are well-qualified in child protection issues and clearly understand their roles and responsibilities in relation to this. In addition, documentation has been reviewed and accurate information obtained from parents and carers to ascertain who holds parental responsibility for the children attending. There are robust systems in place to ensure staff are suitably vetted and inducted in health and safety, safeguarding and child protection. All the required records, policies and procedures are in place and up-to-date. Detailed written risk assessments and daily checks of the environment, help secure children's safety and they are supervised well.

The well-qualified and experienced manager and deputy offer good support to the staff team of whom most are well-qualified and experienced. There are good systems in place to ensure new staff and unqualified staff are appropriately skilled and they receive a detailed induction when they start. Ongoing staff meetings, staff appraisals and regular monitoring of the rooms, means that leaders have a good overview of the educational programmes and nursery at this time. However, the management team acknowledge more stringent monitoring of the unqualified staff and those caring for children from two to three years, along with tailored support and coaching, will help further enhance the quality of practice in place. Good progress has been secured since the last inspection to improve children's health and hygiene and the quality of staff questioning to make children think and make connections. Self-evaluation is accurate and the staff and managers show a strong desire to improve and build on current practice.

Partnership with parents and carers is strong. Parents and carers are kept well-informed about the nursery and their children's progress through twelve weekly summary reports. Parents have some good opportunities to get involved in their children's learning and nursery life. For example, parents and carers make good use of the nursery soft toy 'Ginger', who they take home and return with photos and a written account for children to share at nursery. In addition, an increasing number of parents and carers are attending the 'craft sessions', which provide valuable opportunities for them to come along and stay and complete activities with their children. Strong partnership working with other professionals involved with the children attending, results in good support for children in their welfare, care and education.

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	208194
Local authority	Telford & Wrekin
Inspection number	944107
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	130
Number of children on roll	84
Name of provider	Earlyworld Ltd
Date of previous inspection	14/10/2008
Telephone number	01952 292900

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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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