

Furzehill Childcare Centre

Albert Road, Shanklin, Isle of Wight, PO37 7LY

Inspection date	05/03/2014
Previous inspection date	26/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Robust staff supervision and professional development effectively drives improvement.
- Staff support children with special educational needs and/or disabilities effectively and very strong interagency partnerships ensure they meet children's individual needs successfully.
- High quality staff interaction and effective teaching techniques ensure all children continue to make rapid progress in relation to their starting points.
- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Staff promote children's communication and language skills extremely successfully.
- All staff, parents and children actively evaluate the setting to promote continual development.

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 inside and outside.
- The inspector spent time talking with the owner, manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

Furzehill Childcare Centre opened under the present management in 2001. It is privately owned and operates from purpose built premises, with a fully enclosed outdoor area. The centre is attached to St. Blasius Shanklin CofE Primary School Academy, in Shanklin, on the Isle of Wight. Children aged from birth to 13 years come from towns and villages across the island and attend a range of sessions depending on their age.

The centre provides breakfast and after school clubs as well as full day care. The breakfast and after school clubs are attended mostly by children from the school and are open each week day from 8am to 8.45am and 3pm to 5.45pm. The pre-school sessions operate from 8.45am to 11.30am and from 12.30pm and 3pm. Lunchtime care is provided from 11.30am to 12.30pm. The toddler and baby room sessions operate from 8am to 12.30pm and 12.30pm to 5.45pm. A holiday club runs each weekday from 8am to 5.45pm during the school holidays. Children up to the age of 13 years attend all or part of the day. The centre is closed on bank holidays and for two weeks over the Christmas period.

The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 82 children in the early years age group on roll and 27 older children. The centre provides free early education for children aged two, three and four years. The centre supports children with special educational needs and/or disabilities, and children who are learning English as an additional language.

There are 19 staff who work with the children across all ages of the provision, including the owner and support staff. All except two auxiliary staff have relevant early years qualifications ranging from level 2 to Early Years Professional Status.

What the setting needs to do to improve further

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

- continue to develop and extend the information gathered from parents about children's starting points in relation to their learning and development.

Inspection judgements

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

All children are making rapid progress towards the early learning goals in relation to their starting points on entry. Staff across the centre demonstrate an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and implement it successfully to promote children's welfare, learning and development. The centre has an effective key person system in place to support children and their families. Key people

spend time recording detailed observations of the children's achievements and progress and then use the information well to plan individual activities and experiences for all children. All staff know exactly what they are working towards with the children. This results in purposeful planned learning intentions, where the children have fun and learn without realising. The curriculum planning, both inside and outside, is effectively balanced and covers all areas of learning successfully. Staff organise the daily routines to ensure all children are actively engaged in their learning and are involved in planning activities that link in with their own interests and suggestions. Children's communication and language skills are developing exceptionally well because staff effectively incorporate specific programmes, such as Every Child A Talker, into every aspect of the learning environment. For example, staff introduce a song of the week to encourage children to recognise sound and speech patterns. Staff are trained to gently repeat children's words, pronouncing them slowly and clearly to support and consolidate the children's learning. In addition, children's speech and language skills are tracked and monitored with a language check when they are two years old, which is completed alongside the children's progress checks.

Children express much happiness and enjoyment during their time in this centre. They work together cooperatively, often singing and laughing spontaneously. The atmosphere is one of busy purposeful play. Children become increasingly inquisitive and adventurous in their learning because staff support them so well. Staff ensure all children have access to an extensive range of accessible resources to promote their decision-making skills and independence well. The book areas are well stocked and comfortable so children enjoy listening to stories and handling books as they learn about the value of text. Staff are skilled at bringing the stories to life, using character voices to hold the children's attention. Staff organise activities and experiences to promote children's early writing skills effectively. For example, staff incorporate large muscle movements to form the shapes and directional movements of letters during singing activities, children enjoy making lists, writing their names or making patterns in the sand. Staff actively promote children to count and use mathematical language as they play. Older children group objects together and younger children randomly say numbers as they develop their understanding of counting and numbers. All children, including the babies and toddlers, use everyday technology in their play as they begin to learn about computers and programmable toys. Babies enjoy pressing buttons and sliding switches to make lights and sounds work. Staff provide a wealth of art and craft resources for children to create their own ideas and explore the resources as they experiment with a wide range of media. Consequently, children are making excellent progress in their learning.

Staff promote a diverse learning environment for children. They celebrate a wide variety of cultural festivals as they learn about the world around them. Staff facilitate the children's learning exceptionally well using a wide range of teaching techniques. All staff know the children extremely well and know what the children are working towards. As a result, all interaction and conversation with the children is purposeful and highly effective. Staff extend the children's learning through planned activities as well as spontaneous learning through incidental opportunities. For example, children find a spider outside and show a member of staff. She suggests the children find the bug boxes so they can look closely at the spider. Together, children and staff look at the spider and talk about how it moves and how it looks. Other children find some woodlice and put them in another container. They examine them with magnifying glasses and identify the similarities and differences

between the bugs. Children are highly motivated and eager to learn more, asking many questions and showing curiosity during free play and planned activities.

The staff have developed very strong links with local schools to ensure the children's move to school goes smoothly. Children visit the local school to become familiar with the school staff and the building. Reception teachers visit the nursery to meet the children in their own learning environment and discuss their individual needs with staff. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. The staff team have excellent systems in place to assist the children's move both into the next age and stage room within the centre and into school. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are extremely happy and settled during their time at the centre. Staff spend time getting to know the children and their families exceptionally well. Staff value all contributions from the parents and lines of communication are open and trusting. Extremely effective partnerships with parents ensure information is shared openly for the benefit of all children. This enables the staff to meet the individual needs of children at all times. Staff actively encourage children to confidently share their views and opinions, share their thoughts and express themselves freely. Staff respond extremely well to children, giving them a sense of belonging and this encourages children to be fully involved in their learning. Children move around the centre with ease. They are happy to explore the resources and their play and learning environment. As a result, of the very positive relationships the children form with the adults, they demonstrate high levels of self-confidence and self-esteem in all age groups. All children are supervised extremely well and staff support and assist them as needed both inside and outside. The manager and owner ensure that staff to child ratios are maintained at all times in all areas of the nursery.

All children learn about the importance of keeping themselves safe from an early age. For example, children practise regular fire drills with the staff and know how to evacuate the building quickly and safely in the event of an emergency. Some of the four-year-old children are able to explain exactly what happens during a drill, demonstrating a very clear understanding of the evacuation procedures. Staff ensure that children are aware of safety rules within the centre. For example, they are aware not to run inside the building and to sit down when using scissors. Children make extremely good progress in skills that will support them in the future; they approach each other and visitors with confidence, asking many questions to learn more. They demonstrate an excellent understanding not only of the expected codes of behaviour but the reasons why these are important. Children remind each other of how to behave, and praise other children when they recognise their achievements.

Parents are actively encouraged to be fully involved in their children's learning as soon as they register their children at the centre. Staff gather a wealth of information from parents

about the children's welfare requirements. However, sometimes the quality of information gathered about the children's starting points in relation to their learning and development is inconsistent. All parents have access to their children's records at any time, both online and in the children's learning journeys, and are able to make written contributions. Parents' evenings and written reports, including information about the children's next steps are provided regularly to enable parents to extend their children's learning at home.

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

The nursery procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The management team displays the Local Safeguarding Children's Board contact details and procedures all around the centre for staff, parents and visitors' information. Staff thoroughly discuss all safeguarding policies with parents to ensure they are fully aware of the centre's child protection responsibilities. All parents have access to hard copy policies, email policies or a disc and there are copies of all policies on display for them to read at any time. All children benefit from an extremely safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, staff ensure all children are effectively supervised during outside play activities. Full written risk assessments are carried out covering all areas the children come into contact with, including the outside play area and all outings. The owner and manager implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. Visitors are required to sign in at reception in the entrance foyer and must show their identification and sign in the visitors' log, ensuring an accurate record of everyone who comes into the centre is maintained.

The centre has extremely effective evaluation procedures in place to monitor the effectiveness of all aspects of the setting. The manager, all staff, parents and children contribute to the evaluation process through discussions, written comments, suggestions and questionnaires. This enables the centre to assess its own strengths and identify any areas for improvement. The centre uses an extensive range of monitoring tools including the Infant, Toddler Environmental Rating Scale (ITERS) and Early Childhood Environmental Rating Scale (ECERS) rating scales to monitor and improve the children's learning environment. As a result of implementing these schemes alongside the Every Child A Talker programme, the learning environment has improved and all resources are labelled clearly and are positioned at a low level to encourage the children's conversational skills and freedom of choice. The centre has an excellent capacity to improve and maintain continual improvement.

Extremely effective performance management systems ensure all staff are highly confident in their roles. The owner and manager carry out continual monitoring of staff practice, identify training needs and review all paperwork to ensure it is maintained to an exceptionally high standard. The managers and staff play an active role in continuing to drive improvement. For example, managers spend time in the nursery room monitoring

the effectiveness of staff performance and the quality of staff interaction with the children and their parents. Managers also monitor the quality of activities and experiences provided for the children. Staff also carry out peer on peer assessments to improve practice and strengthen the already well-established team working. All staff complete regular training to ensure their personal skills and professional development continues to grow. For example, the owner has updated her safeguarding training and has improved the staff supervision sessions by including a safeguarding section. Because of the reflective practice and nurturing style of management in the centre all staff are passionate and enthusiastic about every aspect of the work they do. Consequently, staff are driven and keen to improve the outcomes for all children.

The centre has excellent links with a wide variety of external agencies to ensure all children's individual needs are met in the best possible way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities. The special needs coordinator is extremely knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents, to ensure a consistent approach both at home and in the centre for the children. In addition, nursery staff work closely with other agencies to support children who speak English as an additional language. This includes using sign language, labelling the rooms in different languages and valuing children's home languages.

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	149788
Local authority	Isle of Wight
Inspection number	953402
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	82
Name of provider	Jill Wade-Smith
Date of previous inspection	26/03/2009
Telephone number	01983 864897

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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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