

# The Launch Pad

Silkmore Cp School, Exeter Street, STAFFORD, ST17 4EG

## Inspection date

Previous inspection date

07/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is good because staff fully understand how to promote children's learning. Throughout the nursery staff display strong teaching skills that fully engage children and provide them with challenge that extends their learning and development.
- Children enjoy a wide range of exciting activities and experiences that maintain their interest at all times. As a result, children make good progress in their learning and development.
- Children's personal, social and emotional development is fostered well. The children are happy at the nursery and enjoy their interactions with all of the staff. They are confident to try new things in their play and talk about their ideas.

### It is not yet outstanding because

- There is room to develop more dynamic and highly successful strategies to engage all parents in their children's learning in the setting and at home, so that children can progress at the very highest levels.
- While children benefit from a wide range of activities and experiences, there is scope to provide them with more opportunities to explore technology.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in both rooms and the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's learning files and planning documentation.
- The inspector took into account the views of parents spoken to on the day and from information included in the nursery's own parent survey.

## Inspector

Vicky Orlando

## Full report

### Information about the setting

The Launch Pad registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is based at Silkmore Community Primary School in Stafford. Care is provided across two rooms. There are secure outdoor areas for children to play in. Children who attend are from the local area and will often go on to attend the school.

The setting is open from 9am until 12pm and 12.30pm until 3pm, Monday to Friday during term time only. A minimum of three staff work with the children at any one time. All staff are suitably qualified. The setting is able to care for children with special educational needs and/or disabilities, and children who speak English as an additional language. It 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:

- create more ways of involving all parents in children's learning and gaining information about children on entry
- extend opportunities to explore technology in the form of electronic and battery operated toys, for example, to further enhance children's understanding of the world.

## Inspection judgements

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

Children are enthusiastic and happy as they enter the welcoming and friendly nursery. They are keen to take part in activities immediately and they show high levels of concentration. Some children play in the home corner and pretend to make breakfast for the member of staff using a range of utensils, such as pots and pans, jugs and teapots, that inspire their imagination and conversation. Others are confident to attempt a printing activity that provides a range of Easter prints, stamps, coloured paint and rollers. Children recognise a chick on one of the stamps. The staff ask 'What does this remind you of?' The children happily reply 'Our chicks'. The printing activity is well planned and complements the exciting opportunity the children have of keeping an incubator and watching chicks hatch. Conversations take place that recall children's knowledge and new words, such as 'incubator' and 'temperature'. Children show that they are confident as they take part in group activities. They have good phonic knowledge and are willing to have a go at writing the names of the characters on the flashcards they choose. 'Cheddar' the mouse is a firm

favourite in helping the children to identify and practice sounds and letters.

Mathematical skills flourish in a range of ways. For example, children thoroughly enjoy singing songs and use actions to 'draw' letters and numbers. Children repeat the song as they write letters and numbers on white pads. Children recognise numbers on the smart board and select the correct amount of plastic fruit counters and then pick up the same number flashcard. Their knowledge is reinforced by different methods of teaching that maintains the children's interest and provides a good level of challenge. Children are enthusiastic in their learning and they cheer each child as they complete the task. Staff are skilled and effective teachers. They help children learn new skills and deliver a range of spontaneous and planned activities that capture children's imagination and help them to become willing learners. Staff have high expectations for all children and take every opportunity to ask open questions that encourage children's thinking and problem-solving skills. Staff encouraged the children to say why the chocolate had melted and they learn new words and concepts, such as 'solid' and 'liquid', during an Easter activity. Areas of learning are incorporated in activities provided for children. For example, mathematical questions are asked as children make Easter cakes and play with play dough.

In the 'Spaceships' room, two- and three-year-olds are enthusiastic to explore the richly resourced environment. Children enjoy manoeuvring the cars and trucks in a large tray filled with shaving foam and brown paint to replicate mud. They enjoy the freedom of play extending to the outdoor environment at all times. Skills of independence are fostered very well as children select and put on their own coats when they choose to move their play outdoors. They relish making marks on the chalk board and making sounds with a range of pots and pans that hang on the railings. Children select a range of activities, such as the outdoor sandpit and gardening area. They can practise small muscle physical skills by scooping soil into plant pots and planting flowers. Children's imaginative experiences are fostered well as children enjoy using the telephone and writing information on the paper available. They enjoy the home corner and shopping for fruit, and pretend to make the staff dinner.

All children make good progress towards the early learning goals and some make rapid progress, in particular, with personal, social and emotional development. This helps to fully prepare all children for their future learning and move to school. Most children will move to the reception class next door to the nursery. Therefore, children here are familiar with other teaching staff and the structure of the school building and daily routine. They build good relations with the reception teacher. Good working relationships with all staff ensure that the children have the necessary skills when the time comes to start school. Children who have special educational and/or disabilities are given good support as staff provide activities that help them to achieve and to meet their needs.

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

Children display positive relationships with staff and each other. There is a secure key person system that is embedded within the nursery that ensures staff know their children well. The children develop close bonds of affection with their key person, but they are also comfortable approaching all staff with any concerns. This means children feel safe and

secure at the nursery. Children respond well to rules and boundaries set in the nursery on entry. For example, they enjoy the growing independence they gain from snack times as they learn to pour their own water, serve themselves and clear away waste. Children behave well at the nursery and respond to gentle reminders. For example, when a young child throws chalk on the ground, staff say 'Please don't throw. Can we put it back in the pot?' Young children in the 'Spaceship' room are helped to make a smooth transition to the nursery through a settling-in period that is tailored to meet the needs of the child and family.

Children are kept safe in the setting. The outdoor environments are kept secure. Effective risk assessments ensure that all equipment is safe to use. Children learn how to keep themselves safe. They practise safety with each other when on trikes outdoors and when they visit the developing forest school, and they know not to run indoors as they may slip. Children comment when their cardboard 'car wash' tips over in the wind and they talk about moving it where the wind cannot blow it over.

Children's good health is promoted well through routines and a commitment to a healthy lifestyle. Clear messages of healthy living are given throughout the day. Staff and children talk about their healthy snacks and contents of lunch boxes. Staff encourage younger children to tell them what they had for breakfast and they try to instil messages of healthy living among all children by reading a story about a caterpillar story and make paintings of the fruit he ate. Older children learn words, such as 'fit' and 'healthy', particularly when they sing the 'shake up' song and they talk about their heart beating fast because they have been jumping up and down and exercising. Active play is effectively encouraged, both indoors and outdoors, as all of the children enjoy listening and moving to music. As children enter the room in the morning a song is played about the days of the week and they sing along, which reinforces their knowledge of what day it is. Outings are also taken in the local community and children playing with the building blocks show staff a model they have made of a local landmark. Knowledge of their environment is fostered well. The nursery successfully collected wellingtons and clothes for 'muddy play' so that all of the children can be involved in muddy walks and visits to the outdoors, where they splash in puddles and explore the forest area.

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

The nursery has a rigorous recruiting procedure that ensures suitable people are employed to work with children. They all hold a current Disclosure and Barring Service check. All staff are well qualified and attend regular training in addition to their current training, such as first aid and safeguarding. As a consequence, staff have an in-depth knowledge of safeguarding and keeping children safe in their care. They are very clear about the signs of abuse and how to follow up any concerns promptly and appropriately. Staff are experienced in working with children and families from diverse backgrounds, and are able to respond to the needs of children and families swiftly and effectively. As a result, families are often open with the staff about any changing circumstances, which allows the staff to fully meet the emotional needs of children.

The manager is extremely dedicated and keen to continually improve the nursery for the benefit of the children. Her team of staff are also very committed to the nursery and fully understand their roles and responsibilities. They work well together with the positive support of the headteacher of the primary school on site, who actively ensures all staff have access to training and can request any training needs. Some staff pursue their training to studying early years degrees, which in turn has had a positive impact on the quality of teaching at the nursery. Staff practice is monitored by regular staff appraisals and weekly team meetings that allow staff to continually share good practice and discuss improvement plans. A current plan for the 'Rocket Room' is to provide even more opportunities for exploration of technology, in the form of electronic and battery operated toys to further enhance children's knowledge and understanding of the world. The manager demonstrates through discussion how she would manage and deal with underperformance within the nursery. New staff are recruited very carefully and have the opportunity to develop good practice by working alongside strong role models in the nursery. There is a clearly consistent approach to planning and assessment that displays children's learning well in their individual 'learning journey' files. There are photographs that capture children's moments of achieving skills, and observations that indicate how children are developing and what they need to plan next to promote children's learning and development even further.

Partnerships with parents are actively encouraged by all staff. They invite parents to visit the nursery and be involved in children's learning by requesting information about the child on entry. This is managed through discussions and a 'parent post it sheet' which details the likes and interests of the child. There is room to further extend strategies that are highly successful to encourage all parents and carers to be fully active in children's learning in and out of the nursery. Staff are very caring and considerate towards the needs of children and families and make every effort to share information on a daily basis verbally, in addition to printed information, such as regular newsletters. Information is written on outdoor whiteboards, which is successful when requesting that children bring items in to discuss a current topic. Parents spoken to on the day were very happy with the nursery and said their child 'always talks about what she has done at home', 'Her social development has really improved' and 'She helps her older sister with writing'. Parents' comments in the survey state how happy they are with the provision, and many are words of thanks for the input they have had in their child's learning.

The staff have experience of working effectively with outside agencies. They plan activities with other professionals that may be involved with some children in order to meet their needs. Appropriate intervention is sought among the staff when they feel children may require one-to-one support. As a result, children's needs are identified and staff work well with each other and the families to ensure that all children make good progress.

### **The Childcare Register**

The requirements for the compulsory 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>	EY416643
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	851747
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Silkmore Community Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01785 356105

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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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