

# Spice Childcare

Great Staughton CP School, The Causeway, Great Staughton, ST NEOTS, Cambridgeshire, PE19 5BA

## Inspection date

10/04/2014

Previous inspection date

26/07/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
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## The quality and standards of the early years provision

### This provision requires improvement

- The manager demonstrates the ability and ambition to make the necessary improvements to the nursery's provision.
- The key person system is well established and staff understand the safeguarding and welfare of children procedures. This ensures children are effectively protected, can grow in confidence and form positive relationships.
- Assessment of children's learning is accurate and is summarised regularly. This enables practitioners to identify the learning needs of children.

### It is not yet good because

- Teaching is not sufficiently challenging. This means that children are not able to make the most of the learning opportunities provided.
- The monitoring of the quality of teaching and learning is not focussed enough on how well it helps children to learn and make progress.
- Supervision and support for staff are not effective enough to help them to fully understand how best to meet the learning needs of 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.

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 carried out a tour of the nursery.
- The inspector conducted a joint observation with the manager/provider.
- The inspector observed teaching and learning activities in the nursery indoor and outdoor environments.
- The inspector held a meeting with the manager/provider and looked at and discussed sample policies and procedures.
- The inspector met with other staff members and discussed samples of planning and record keeping.

## Inspector

Claire Bell

## Full report

### Information about the setting

Spice Childcare is a privately owned provision which was registered 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 a mobile unit within the grounds of Great Staughton County Primary School in Great Staughton, Cambridgeshire. All children have access to an enclosed outdoor play area. There are currently 49 children on roll, of whom 36 are within the Early Years Foundation Stage age group. The nursery is open five days a week from 7.30am until 6pm, for 51 weeks a year. The nursery serves the local area and surrounding villages and children attend for a variety of sessions. The nursery employs four members of staff, two of whom hold appropriate early years qualifications at level 3 and one holds appropriate early years qualifications at level 5. The nursery is a member of the National Day Nurseries Association. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- plan and provide sufficiently challenging and enjoyable experiences for each child in all of the areas of learning, so that children can learn effectively
- improve the supervision of staff already in place and ensure that appropriate support, coaching and training are provided so that staff fully understand how best to meet the learning needs of children.

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

- monitor the educational programmes and the quality of staff teaching to ensure that any weaker areas of practice are identified and addressed in order that children are always provided with activities which are challenging and stimulating.

## Inspection judgements

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

The quality of teaching requires improvement. Although children make progress overall, there are times when the delivery of teaching does not have a clear enough focus to fully address children's current learning needs. Staff understand how to plan for learning. Each child has their own individual plan which clearly identifies the focus for their learning across all areas of learning and development. However, staff do not always make the most of opportunities to support children's learning and maximise their progress. For example,

children enjoy stimulating activities outdoors which involve exploring and digging holes to find small creatures, such as worms and beetles. Some children become very engaged in this kind of activity and discuss with practitioners their observations. This is used by practitioners to develop some children's knowledge of shapes, for example, 'this worm is the shape of a curly c'. However, some children do not fully benefit from this learning experience because they are not drawn into the conversation and become disinterested. This means that some rich opportunities to address children's next steps in learning are missed and progress in learning is not fully supported. Observations of children's learning are recorded both formally and informally. Observational information both from within the setting and from home is used to inform planning. Summative assessments are completed every term and children's progress is systematically tracked. This information is reviewed and evaluated. Where children are identified as having made less than expected progress then additional activities in that area of learning are planned for. In addition the nursery is part of the 'Every Child a Talker' programme. This resource is used to identify children with a special educational need in language development. This has been used to support a child with social communication skills.

Children are acquiring the skills they need in order to be ready for school. Children are encouraged to explore and develop their own ideas. They play together with hoops and create their own games. Staff help children to achieve new things without always doing things for them. Children develop good levels of independence. They are able to make choices and take responsibility for their decision making. For example, when playing with a paint mixing activity they decide when they want to clear away and wash the paint container they have been mixing paint on, for themselves. They show a good level of self-confidence and understand how to undertake the task sensibly and effectively with little adult prompting. At snack times staff encourage children to pour their own drink, to make the decision to tidy up and put away their own plates. In the baby room, children are able to easily access and reach stimulating activities, such as a textured feely board, a small den where they can play and hide and a sandpit which is at ground level outside on a veranda. They too can make choices about what they want to play with. They choose when they want to rest or sleep. This results in babies who are content, happy and growing in self-awareness and confidence. The learning environment is well organised, richly resourced and is arranged at the child's level. Staff are keen to encourage children to develop their own interests. There are times when staff show a good level of understanding of how and when to tune in to children's self-chosen activities. For example, when playing in the sand staff provide a narrative for what children are doing or when story reading they use good questioning. However where teaching requires improvement staff are less effective in supporting children's self-initiated activity. They are unable to fully engage children or stimulate learning; they suggest ideas but do not adapt them when children show no interest, for example, when suggesting singing games. Children become less motivated to learn and are uninterested in the activity.

Parents are involved in their children's learning. The children's 'development folders' are available for parents to see and are freely accessible to them in the nursery. They provide a rich source of information for parents and include summative records, photographs and observational notes. A daily communication book provides a means of sharing information between home and nursery. This enables both parents and staff to share important information on a daily basis about children's needs. Parents know who their child's key

person is before they start nursery through a range of induction activities which include a home visit. This means that parents are able to form good relationships with staff from the very earliest days of their child's attendance at nursery. Parents value the role of the key person and acknowledge the effectiveness of the nursery in ensuring that their children are well cared for and well prepared for school. They report that their children develop self-confidence and self-awareness.

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

The role of the key person is effective. The key person system is well established. Children and parents know who their key person is and the role they play. There are good levels of attachment between staff and children. Staff are good role models and demonstrate caring behaviour for children. This encourages children themselves to mirror good, caring behaviour. Children carefully and supportively help one another when putting on coats, or when they complete table top games such as jigsaws and hand held computer games.

The level of care is good both for children in the early years and for older children. Children develop good levels of self-confidence and are emotionally well adapted for their age. This is a result of the good relationships and the positive ethos of the nursery which encourages children to pursue their own interests and develop independence. The overall environment is child-friendly and the atmosphere is warm and relaxed. Their personal needs and views are taken into account. Staff are keen to respond to any immediate personal needs or particular changes which may be affecting a child's personal life. For example, if a new baby is expected in the family, staff introduce baby dolls through play. This stimulates conversation and begins to provide some unfamiliar experiences, such as nappy changing. Children are helped to prepare for this new change in their life. Staff are skilled in talking with children about these things and supporting them in adapting to such changes.

Children learn about healthy lifestyles. The environment is well organised and arranged in a way which supports children personal development. Children develop the skills to independently care for themselves, for example, when using the toilets, hand washing and when putting on coats and wellingtons before going to play outdoors. They understand the importance of healthy eating at snack times and lunchtimes and are able to make healthy choices about the food they eat. Children understand the routines and are able to follow the nursery expectations responsibly, calmly and confidently.

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

The leaders of the nursery have made improvements since it was last inspected. Following recent changes in leadership, the new manager is leading the nursery with ambition and is keen to move the nursery's provision forward. There is an overall understanding of the requirements of the Early Years Foundation Stage. The responsibility to monitor planning and delivery of educational programmes is understood. It is acknowledged that a renewed focus on this will improve the quality of teaching and learning. Staff are appropriately qualified. Staff supervision is adequate, however, it is not sufficiently focussed to enable

practitioners to reflect on how the quality of teaching can be raised further and impact more fully on children's learning and progress. Systems to monitor teaching and learning are in place. However, monitoring and evaluation does not have a sufficient focus on how well staff are having an impact upon the quality of children's learning.

Safeguarding is effective. There is a focus on ensuring systems are in place to protect and safeguard children. There is an open and supportive culture which ensures that staff feel confident, know and understand what to do when raising a concern. Staff meetings are used to share ideas and ensure staff understand policies and procedures. Record-keeping is efficient. Parental permissions are sought for outings and procedures for safety and risk management are in place. All staff have been trained appropriately in safeguarding, child protection and paediatric first aid. The arrangements for induction of new staff are thorough and safer recruitment processes are understood. This ensures that children are kept safe from harm and that parents are confident in the ability of staff to protect children.

The nursery has effective partnerships with parents and ensure that they work closely together to ensure that children experience smooth transitions either within the nursery or when transferring to school. There are links between the nursery and the school which are both on the same site. Suitable arrangements are in place for children preparing to transfer to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY416957
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	875599
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Spice Childcare Limited
<b>Date of previous inspection</b>	26/07/2011
<b>Telephone number</b>	01480 861183

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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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