

Wattisham Airfield Childcare Centre

2 Valley Road, Wattisham Airfield, Ipswich, Suffolk, IP7 7RE

Inspection date	31/03/2014
Previous inspection date	22/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make very good progress in all areas of development because staff understand how they learn. Varied teaching methods are employed to stimulate and challenge children so that they are always fully engaged and gain the most from experiences and activities.
- Children form very effective emotional bonds and develop confidence and self-esteem, enabling them to participate in routines and activities to promote their development. The highly effective partnership with parents is valued and seen as key to a successful childcare arrangement.
- Children's safeguarding is given paramount consideration; they are protected from harm and abuse by well-qualified, caring and dedicated staff in a safe and suitable environment. The senior staff team have a clear vision and strive for the highest standards in all aspects of the setting's practice. This has a very positive impact on outcomes for children.

It is not yet outstanding because

- There is scope to further develop the outside areas to provide children with the full range of open ended, exploratory and investigative play opportunities to extend their creative thinking, problem-solving and imagination.

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 interacted with children in the playrooms and in the outside area.
- The inspector held discussions with the provider and the manager, and carried out a joint observation with the manager.
- The inspector viewed a sample of documentation including evidence of staff checks, some policies and children's development profiles.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Sarah Williams

Full report

Information about the setting

Wattisham Airfield Childcare Centre opened in 1993 and is managed by a voluntary management committee. The facility has sole use of new, purpose-built premises. The childcare centre is in Wattisham, Suffolk. It is open each weekday from 8am to 6pm for 50 weeks of the year. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Funded early education is available for two-, three- and four year old children. There are currently 82 children on roll, 74 of whom are in the early years age range. Children attend for a variety of sessions including full and part day and after school care, with occasional holiday care when the demand arises. The centre supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 20 members of staff, 16 of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional Status, two are qualified teachers and three staff are qualified to level 6.

What the setting needs to do to improve further

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

- develop use of, and resources for, the outdoor areas to provide a full range of learning experiences for children, including open-ended play with recycled and natural materials, to fully extend children's creativity and problem-solving, and inspire them to be imaginative.

Inspection judgements

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

Children make very good progress in the prime areas and gain the skills they will need for future learning and the next stages in their education. They enthusiastically engage in planned and spontaneous activities which are often based on their interests and ideas. Staff carefully observe children and listen to what they say. They can then provide the toys and resources they need to complete their activities. For example, babies who are learning to walk are given toys they can use to pull themselves up and take their early steps and are supported well. The effective teaching methods employed are based on a very sound knowledge of how children learn. Useful reminders of the characteristics of effective teaching and learning are displayed in the care rooms, so staff have a quick aide memoir to refer to. Staff closely observe the children to assess their levels of development. They use a recording sheet designed 'in-house', which allows space for notes, photos and next steps. These are added to the development profiles and provide a very accurate and current picture of each child's stage of development. This way, activities

which challenge the children and move them forward can be planned. Children learn in small or larger groups, or playing alongside their friends in informal groupings. Daily planning allows staff to vary the types of activity offered and the teaching methods employed, so sessions are well-paced and allow children to experience variety, keeping them enthusiastic and eager learners. Their individual learning styles are catered for because the key persons know their children well and what appeals to them. Daily outdoor sessions are factored in and the layout of the premises allows for free play for a large amount of time children are attending. Babies can crawl or toddle safely indoors and outside as there are covered areas allowing all year round use which is not weather dependent. All staff say they can see that children enjoy the freedom that outdoor play and exploration provides. This includes not only physical play, but exploring natural materials, such as, sand, water and stones. The nursery has only recently acquired the new, purpose-built premise so there is still scope to develop and extend the range of activities which are provided outside. Plans include allotment-style plots for digging and cultivating vegetables and flowers. Staff readily join in with children's games and play scenarios, showing them that their ideas are valued. They sit on the large floor cushions and share a book with children, or play peekaboo with babies and toddlers in the small tents and cosy dens, causing squeals of delight and merriment. In the main playrooms, children choose from the equipment set out for them. This is varied daily and always balanced to provide choices, such as, a craft activity, maths games and puzzles, construction and small world play. Imaginative use of craft elements, such as, paint, foam and glitter spread over a table surface is inviting to children. They show deep and sustained concentration as they explore with their fingers and brushes and staff encourage them to look for patterns and shapes which emerge. Children can wear costumes to enhance their role play and imaginative games. By donning an outfit, a little girl becomes a mermaid and finds things to make a meal for herself and her imaginary aquatic friends. She tells the inspector 'you must call me Ariel, and you are the flounder fish'. She pretends to swim away and seeks out some 'food' which she shares with the flounder fish. She decides to write out the menu and spends time carefully making marks on paper, talking about what she is 'writing'. By following their spontaneous and imaginative interests, children show that they are active learners, able to persevere and concentrate when they are engrossed in an activity.

Every child has a development profile containing photographs and written observations which record their progress and achievements. These are constantly updated, carefully compiled and very well presented. They include clear next steps for each child, based on what their key person has identified is needed to challenge them and promote their learning further. There is space for parents to comment and contribute to these records, and many respond to the nursery's invitation to write on a 'cloud' or 'leaf' which are then added. Regular parent meetings, as well as the daily informal chat at home time, ensure parents are very well informed about what their child has been doing at nursery.

Children are helped to become ready for the next stage in their education. They take responsibility for tidying up what they have been playing with and listen well when asked to do something, often following the 'golden rules' they help to establish. They develop increasing levels of independence as they manage their own belongings, such as coats and changes of footwear for indoors and outside. Children have the opportunity to take a book home and share it with their family, giving them a taste of what they can expect

when they go to school. As the final term approaches, links with the feeder schools are made and children learn about their new school through a series of visits and discussions. This ensures that when the transition occurs, anxieties are minimised and children can settle quickly. An out of school session is offered, so children can continue to attend the setting once they start formal school, if this is required. Some children attend the nursery class at the local school, as well as their sessions at Wattisham, so the staff liaise closely to ensure continuity and to make sure no vital information remains unshared.

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

All children are very happy and settled at the centre, showing that they feel at ease and confident to express themselves and ask to have their needs met. The key person system effectively assists children in forming emotional attachments so that they can play and learn, making developmental progress. Children readily approach staff, whether it is to soothe a minor bump, help to find their indoor slippers or select an item of equipment they wish to use. Staff skilfully interpret babies' non-verbal communication and respond appropriately. For example, a baby who becomes tired is cuddled until he falls asleep and then placed in a cot. Children generally behave well because staff are consistent in their behaviour management: they listen and respond to staff, showing care and consideration for one another. On occasion, children need reminding about how they should behave at meal times and snack times; they are gradually learning what is appropriate behaviour as staff model this and praise those children who are doing well and following the routines already in place. Parents spoken to report that staff are all approachable and that they feel listened to, so that their child's needs are well met. A system is in place to check for any changes, such as telephone numbers, medical or health needs, such as allergies and medication. By ensuring these records are up-to-date, children's welfare needs are protected.

The key person is responsible for maintaining an accurate record of each child's development and also carrying out the progress check at age two, for children in this age group. The results of this check are communicated to parents, who can in turn, share these with their health visitor to secure any additional help for children who may need support to reach their milestones. Children with identified special educational needs or disabilities are supported very well within the setting. The manager and Special Educational Needs Coordinator, liaises with parents and tenaciously pursues support from outside professionals where this is deemed necessary. Individual learning plans are formulated and reviewed regularly. Where one to one help is required, this is sought, so every child is included and not disadvantaged or unable to take part in the full range of activities. Similarly, for children who speak English as an additional language, resources and activities are included to ensure they learn English as well as celebrating and using their home language as they play and work.

Children are given the chance to develop habits that promote a healthy lifestyle. They enjoy daily fresh air and exercise in the adjacent outside play areas. This allows them to develop a range of physical skills and refine their movements as they gain increasing control. Children have fresh water available at all times, so they can help themselves to drinks. They are offered milk at snack time along with healthy choices, such as fruit and

vegetables, or foods related to the topics they are following. Many children stay for a nutritious, healthily balanced lunch, which is prepared in-house by a chef, from locally sourced ingredients, such as the meat and vegetables. Generous portions are available, so every child can eat to their appetite. Individual dietary needs are catered for so children only receive foods which are suitable for them. Children take and use a tissue when they need to, disposing of them appropriately in the lidded bins provided; even babies know where to look for these and gain independence in self-care as they try to wipe their own nose. Staff are vigilant in helping children wash and dry their hands thoroughly in order to minimise the spread of infection. Table surfaces are meticulously cleaned down before and after any messy activities and meal or snack times to ensure they remain hygienic.

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

Children's safeguarding receives the highest priority at the nursery. The manager has completed higher level training to enable her to take a lead role in ensuring that all staff are aware of the signs and symptoms of abuse and able to act on their concerns when necessary. Robust and thorough recruitment and ongoing appraisal of staff, ensures that only adults who have been checked and vetted as suitable to work with children are employed. Security and staff vigilance mean that children are safe and protected from unwanted visitors and only released to known adults at home time. Actions were set by Ofsted, following an investigation into concerns received pertaining to maintaining records and staff deployment. The manager and senior staff team took prompt and effective action to ensure that these actions are now met. Staff attendance is recorded as they enter and leave the building, so that an accurate record is maintained of which staff are on the premises at all times. The layout of the new premises, with different rooms for each age group, and separate toilet and changing facilities incorporated for older and younger children as well as separate outdoor play spaces, means that children are always fully supervised. Staff are deployed in specific rooms and areas to care for a specific group of children, thus ensuring children's safety and staff's ability to meet every child's care needs well.

The partnership with parents is extremely effective and supports outcomes for children very well. Parents spoken to say they find all staff approachable and friendly and that they feel their children are making good progress by attending the setting. Some imaginative strategies to engage parents in contributing ideas and information about what their child does at home and to respond to the next steps in learning suggested by the key persons, are very successful. For example, parents can take a 'leaf' or a 'cloud' to write comments and observations on. These are added to the child's development profile and strengthen to link between nursery and home, as well as informing staff about what children have done at home. Surveys are issued regularly to gain parents' views. Where possible, their suggestions and ideas are incorporated into the organisation of the nursery. The centre supports a large number of military families who have diverse care needs for the children due to their specific work and leave patterns. The centre always tries to accommodate these when it is within their ability to do so. They also work closely with the local children's centre to lay on classes and courses and provide a valuable link for parents, living in what can be an isolated rural location with sparse transport links. This

meets families' and children's needs very well and helps promote good childcare and parenting skills.

The manager and senior staff team initiate regular supervision for all staff to check for consistency in regard to the quality of teaching. The progress of every child is carefully tracked against expected levels as part of the overall monitoring of the educational programme. Where any training needs are identified, or a staff member has an area of particular strength or interest, these are addressed and followed up, so pushing up the quality and effectiveness of their teaching. Careful attention to how the day to day planning can support individual children means that staff can closely and effectively check on how children are progressing and achieving their next steps. A simplified observation sheet has been devised which allows staff to note down what they see children doing as it occurs, then analyse their observations to plan the next steps in learning. This is very effective in keeping up to date with what each child is able to do and identify where they may need additional support. For example, a child shows interest in writing for a purpose as he makes a 'menu', but he needs support in developing an effective pencil grip, so staff make a note of this. By developing a reflective approach, the entire staff team are involved in identifying areas for development and adding features that will bring about improvements for children. For example, selected staff attend specialist training courses, such as babies' development. Staff also enjoy a programme of in-house training on diverse subject areas including behaviour management and sign language. Useful, well-produced displays are provided following these sessions, which allow all staff and parents, to learn and gain valuable insight into areas of child development.

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	251707
Local authority	Suffolk
Inspection number	959404
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	82
Name of provider	Wattisham Airfield Childcare Centre Committee
Date of previous inspection	22/07/2010
Telephone number	01449 728928

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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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