

New Life @ Boringdon

BORINGDON PRIMARY SCHOOL, Courtland Crescent, Plymouth, PL7 4HJ

Inspection date

Previous inspection date

02/06/2014

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

- There are close links between the nursery, out-of-school club and the primary school, which enables consistent support to children's care and education.
- Staff have effective partnerships with parents and relevant others, so they meet children's individual needs well.
- Children enjoy being at the club and show good levels of confidence as they happily play.

It is not yet outstanding because

- Although staff provide a suitable range of resources and activities to interest children, there is not always a wide variety of accessible creative play materials for children to use.

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 spoke to and observed children in their play activities.
- The inspector had discussions with the owner, staff and parents.
- The inspector read the self-evaluation form and a sample of records.
- The inspector checked safety and suitability of the premises.
- The inspector carried out a joint observation with the manager.

Inspector

Julie Wright

Full report

Information about the setting

New Life Nursery @ Boringdon School is a privately run out of school club that operates from two classrooms at Boringdon Primary School. There is an enclosed outside play area. The club has been open since 2007 and re-registered in 2013 as a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 100 children on roll, 11 are in the early years age range. The club is only open to children who attend Boringdon Primary School. It runs from 7.45am to 8.45am and 3.10pm to 5.30pm, Monday to Friday in term-times only. The club supports children with special educational needs and/or disabilities. The owner runs the club with additional support from up to four staff, most work at the owner's nursery. All staff have appropriate childcare qualifications.

What the setting needs to do to improve further

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

- provide a wider range of materials to offer more choice for children and inspire their individual creativity.

Inspection judgements

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

The club provides a safe and familiar environment for children in their before and after school care. Staff offer a variety of activities that reflect children's interests and ideas. For example, children who like role-play select dressing-up clothes and play imaginatively with their friends. Children show sustained interest as they construct models and play games, such as chess. Staff know children well and skilfully interact in play at appropriate times. This means that they offer good support and enable children to play independently. Staff organise different events during the year, including fundraising and competitions. For instance, children took part in designing a poster to encourage people to dispose of litter properly. Their work is displayed to promote a sense of pride and to show parents what their children have been doing. Children have access to writing materials, such as pencils and felt-tip pens, which enables them to practise writing or drawing. However, opportunities for children to paint and use other creative mediums are not always readily available.

Staff have good knowledge of children's individual needs, learning and development. They focus on the prime areas of learning in their assessment of children's progress. Staff effectively promote children's confidence and positive relationships, which supports personal, social and emotional development. Children are confident communicators who readily approach staff to express their needs and make requests. They make good

progress in their physical development and are competent. Staff work closely with parents, teaching staff and other agencies to meet the needs of children. Effective communication and assessment procedures enable staff to provide good support to children's individual development. For example, staff find out what children are learning in school and plan activities to complement the current topic. This helps to reinforce children's understanding and awareness of a subject. Staff have frequent discussions with parents about children's activities and welfare. They provide parents with clear information about the club and regularly update notice boards.

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

There is a consistent staff team so children feel secure and form positive relationships. Staff collect reception-aged children from school and escort them to the club, to make sure that they arrive safely. Children understand the routine and promptly line up to register in the group. Staff offer a warm welcome with friendly greetings so children feel valued. They provide choices throughout the session for children to play indoors or outside. Children make independent decisions as they join their friends in play. Outdoor play is popular, which provides plenty of opportunities for fresh air and exercise. Children play well together and with staff, showing a good understanding of expectations of behaviour during games. For example, children take turns, share and cooperate. They enjoy sports type activities, which promote physical skills and coordination. For instance, children play ball games to practise throwing and catching.

Staff are aware of children's individual requirements, including dietary and health needs. They provide a variety of healthy snack items, which children can have when they want through a caf style system. This helps children to be independent and understand when they are hungry or thirsty. Children behave well and are very polite. They engage in lively conversations with their friends and staff, talking about their day and other activities. Children show self-esteem and are proud to share their news, such as an impending birthday. They listen to staff and understand instructions, which contribute to their safety. For instance, they practise the fire drill each term and know where it is safe to run around.

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

There is a flexible registration system and staff work well together to maintain ratios. Parents book places at the club for their children according to their requirements. Staff deploy themselves effectively to provide consistent levels of supervision for children. They are conscientious about safety and vigilant in checking security. For example, they lock the entrance door so that they can monitor who is entering and leaving the premises. Staff only allow authorised persons to collect children, to keep children safe. They have secure knowledge of the Local Safeguarding Children Board procedures. Staff attend relevant training that promotes raised awareness of child protection issues.

Suitable arrangements are in place for maintenance of the premises and equipment. Staff

complete risk assessments and make daily checks to minimise hazards to children. They implement their comprehensive policies and procedures to promote and protect children's health, safety and well-being. Robust vetting and recruitment procedures check that suitable persons care for children. Ongoing suitability is monitored through induction, appraisals and supervision sessions. The owner works in the club and has a good overview of staff effectiveness. Through the self-evaluation procedure and local authority welfare reviews, staff accurately identify aspects of the provision to develop and improve.

Staff attend relevant training courses to renew required qualifications and continue to develop childcare skills. Regular meetings enable staff to review children's progress, play activities and to plan for future development. Staff have positive partnerships with parents and others. For example, they work with the speech and language team to support children in developing communication skills. Parents are happy with the provision and value the club. They say that their children enjoy being there and have fun.

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	EY468523
Local authority	Plymouth
Inspection number	949123
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	100
Name of provider	Woodwater Ltd
Date of previous inspection	not applicable
Telephone number	07792365911

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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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