

# Snapdragons Atworth

Prospect Farm, 43 Bath Road, Atworth, MELKSHAM, Wiltshire, SN12 8JW

<b>Inspection date</b>	28/07/2014
Previous inspection date	06/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are extremely well motivated, eager to learn and progressing exceptionally well in all areas of learning and development. This is because staff clearly identify and respond to children's individual needs and interests.
- The highly effective key person system and partnership with parents ensures staff have an excellent understanding of each individual child. Staff nurture children to grow in confidence and form secure relationships.
- The safety of children is given the highest priority and the staff effectively support children's growing understanding of how to keep themselves safe and healthy.
- The highly skilled staff provide rich and stimulating play opportunities, in both the indoor and outdoor environments, that motivate children to learn.
- The staff and management have an exceptional awareness and understanding of their responsibilities in meeting the safeguarding requirements. As a result, robust systems are implemented to ensure that all staff are suitable to work with children, and also that their ongoing suitability is assured.

## 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 in three play rooms and the outside learning environments.
- The inspector had discussions with the owner, management and staff
- The inspector took account of children's assessment records, planning documentation and discussions with key persons.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Jan Harvey

## Full report

### Information about the setting

Snapdragon Nursery, Atworth opened in 1998. It is part of a privately owned chain of eight nurseries based in Bath, Bristol and Wiltshire. It operates from a converted farmhouse in Atworth, Melksham. The nursery serves the local community and surrounding areas. Children are divided into three age groups and they all have access to outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children on roll in the early years age group. Older children attend term time before and after school. The nursery is registered to provide funded nursery education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is open from 7.30am to 6.30pm five days a week for 51 weeks of the year, excluding bank holidays. There are 13 staff who work directly with the children. The owner is a qualified teacher with early years professional status. There are nine staff with early years qualifications at level 3 and one with a level 5 qualification. In addition, there are two unqualified staff working towards a relevant qualification.

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

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

- strengthen the use of programmable toys inside and outdoors to develop children's understanding of technology.

### Inspection judgements

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

Children make exceptional progress in their learning and development. This is because staff have an excellent knowledge and understanding of the Early Years Foundation Stage. Staff provide rich and highly stimulating activities that promote children's development across all seven areas of learning. This is evident throughout the nursery. Staff make accurate observations and assessments of children, which they use extremely well, in a highly responsive way to plan for the learning of each individual child. In addition, staff gather comprehensive information from parents before the children start at the setting, to inform future planning, recognising the uniqueness of each child. Staff place a significantly high emphasis on continuing to involve all parents in contributing to the planning. They encourage this by asking parents to share regular information about their children using 'interests and ideas' sheets. Staff regularly share their assessments of children with parents and undertake the statutory assessment of two-year-old children. This means that staff and parents work effectively together providing a consistent approach, resulting in children making excellent progress in their learning and development.

Teaching throughout the nursery is exemplary. Staff have a highly impressive depth of knowledge about each individual child and respond to their learning needs as they arrive. For example, during the inspection children became fascinated with a spider and where it lived and staff offered explanations of where that might be. This inspired many worthwhile conversations about homes and mini-beasts and culminated in the children building the spider a house, picking out a box without holes in the bottom so it would not fall out. There is an extremely sharp focus on helping babies and children acquire and extend their communication and language skills, and on supporting their personal, social and emotional development. This helps all children make impressive progress in their learning. Those learning English as an additional language demonstrate a remarkable grasp of English vocabulary and grammar so they too achieve very well. Skilled staff use purposeful, open questioning and commenting to motivate children extremely well. As a result, babies and the youngest children feel fully valued as they share their thoughts, and older children engage others in very interesting conversations. For example, pre-school children talked about pirates and hidden treasure, a 'cross marking the spot' and they learnt to say the word 'telescope' correctly, excitedly sharing their new vocabulary with their parents when they arrived to collect them.

There are very good opportunities for babies and children to enhance their listening skills, curiosity and enjoyments of books. Children enjoy looking at books alone and with the staff and families borrow books from the nursery's lending library. Opportunities to practise early writing and creative activities are plentiful and innovatively resourced indoors and outside in the large timber 'creation stations'. They relish the opportunities they have to explore many different resources and natural objects and eagerly find out more about the world around them. Children carefully tend growing plants and constantly look in the Wellington boots that have been planted with special poppy seeds to commemorate the world wars, to check for growth. Children develop their physical skills well, as they are easily able to access the different outside areas where they can use a wide range of toys and tools safely. Younger children manipulate the play dough with their hands and tools, while staff interact exceptionally well with the children to progress their language, introducing them to new words and concepts such as 'rolling' and 'squashing'. This enables children to be independent learners who are curious, imaginative and confident which helps children prepare for school or their next stage of learning.

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

The key person system is very well established and used effectively to ensure all children are happy and settled. Children form strong bonds with their key persons, who are always highly attentive to their well-being. Staff are extensively skilled and sensitive in helping children form secure emotional attachments, and provide a very strong base for developing independence and exploration. The staff offer constant individual encouragement to babies, toddlers and young children. Older children show high levels of self-control during activities as they play alongside others, showing concern for other children and willingly sharing toys and equipment. Children gain excellent confidence in varied social situations. They listen carefully to instructions and consistently behave

extremely well because staff have high expectations of them and are very good role models. They are deployed well to ensure children's safety and ensure that children are supervised vigilantly at all times, including when children are asleep.

Staff work very closely with parents when children start at nursery and adapt settling-in periods to meet the needs of the individual child. This helps children to build secure relationships with their key person. Likewise, staff work extremely sensitively with children to prepare them for changes, such as when they transfer to another age group room. Moves are meticulously planned to minimise any uncertainty for children. Their key persons provide reassurance and accompany them, and parents are fully involved in this process. Staff have built excellent links with the local school. They provide after-school care for the school children, enjoy use of the school outdoor swimming pool and use school facilities to hold the pre-school children's annual graduation. This ensures that the children's confidence grows as they become familiar with the school environment and routines which prepares children exceptionally well for their future learning.

Children's behaviour is exemplary. They are actively involved in a broad range of stimulating activities; therefore there is little time to be bored or disinterested. Staff actively encourage children to resolve conflicts for themselves by reminding them of the rules of the setting and to think about others. Children respond well to this approach. Staff remind children to say 'please' and 'thank you' to each other, using sign language for children who need it. Equality and diversity is exceptionally well promoted in the setting. Staff value every child as an individual and adapt their provision to make sure they are all fully included. Staff acknowledge and provide excellent support for children who have dual languages and those who require extra support in their learning. This means that all children are helped to reach their full potential.

Provision for children's well-being is outstanding. They are exceptionally well supported through the promotion of healthy eating, provision for outdoor play and local walks and outings. Children flourish and thrive in this environment that strongly promotes healthy attitudes at all times. Staff teach children to pour their own drinks and serve themselves from an early age, supporting each individual child to be successful. This promotes children's physical skills and their sense of positive self-esteem. Staff are good role models at meal times. They sit with the children at the table supporting them as they eat and engaging them in interesting conversation, listening to each other so that children know that meal times are a relaxed social occasion. Children noticed that the room went dark and staff question why, as children talk about, 'a big, giant rain cloud' so 'it might rain later.' Staff teach children to use knives and forks as they eat their lunch. This helps them to develop skills for the future. Children say that cutlery 'has to be washed' if it falls on the floor 'because it might have germs'. This shows they are developing an awareness of good hygiene practice. All babies and children have access to bottles of water throughout the day, which are clearly labelled with names/and or pictures so that children begin to recognise their names.

Staff follow excellent hygiene procedures when changing nappies and older children independently access the toilet and know how to wash and dry their hands, especially when they come in from outside play and before they eat. Staff are highly effective in ensuring that children engage in risk assessment in the nursery, for example children

asked if they 'need their sun hats' to play outside and reminded each other 'to be careful with scissors'. This means that children start to develop a very good awareness of their own safety.

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

The owner and management team demonstrate an excellent understanding of their responsibility to ensure that staff fully implement all requirements of the Early Years Foundation Stage. Skilled staff conduct detailed, precise observations and assessments on their key children. Staff clearly identify children's next steps in learning and ensure there is a sharp focus on communication and language, personal, social and emotional, and physical development for all children. There are robust recruitment procedures to make sure all those working with the children are suitably vetted and well-qualified. This, together with an extremely thorough induction process for all staff, helps to keep children safe from harm. All required documentation is well-maintained and the provider informs Ofsted of any significant changes, as required. The premises are thoroughly risk assessed and staff take every opportunity to improve the safety and security of the nursery. For example, since the last inspection, implementation of an extensive risk assessment programme results in the premises being entirely secure and safe, doors are double locked and exit doors have additional keypad security. Staff are highly vigilant in their supervision of the children and through clear explanations from staff all children are learning to understand how to keep themselves safe. For example, children understand from the forest garden that 'they do not ever eat berries from outside' and must not use a dropped fork 'because of the germs'.

An inspirational leadership team, which continually seeks to achieve excellence in every aspect of their work, motivates staff to challenge themselves to provide outstanding opportunities for all children. High quality, professional supervision results in focused programmes of professional development. These ensure that staff are constantly improving their understanding and practice to ensure all children attain the best possible progress. This includes the excellent individual support that children who speak English as an additional language or with special educational needs/and or disabilities receive, to enable them to make excellent progress from their starting points. Overall, staff are skilled teachers and children benefit from the continual sharing of significant information and ideas. For example, the weekly environmental audit ensures the nursery remains stimulating, nurturing and challenging to meet the needs and current interests of the children. Self-evaluation is a key feature of the nursery and the chain to which it belongs.

Highly effective partnerships between the nursery staff, parents and other professionals enable staff to securely identify and meet children's individual needs. The nursery is proactive in establishing very strong working relationships in the local community, particularly with the local school. Children enjoy the use of the swimming pool and school grounds for graduation days and celebratory occasions. Parents are warmly welcomed into the nursery by the dedicated and passionate manager and are actively encouraged to be involved in their children's learning. Key persons extensively promote and achieve

excellent sharing of information about children's care and learning in the nursery and at home. They fully value the views of families and consult them over plans for the provision. As a result, children receive the enriching support they need to make outstanding progress in their learning and development. All parents spoken to at the inspection are highly appreciative of the nurturing environment and expertise that the nursery shares for the benefit of their children.

### **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

<b>Unique reference number</b>	145837
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	963139
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Snapdragons Nurseries Ltd
<b>Date of previous inspection</b>	06/08/2013
<b>Telephone number</b>	01225 707009 or 01225 707009

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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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