

# Spitfires Nursery

Ravenswood Children's Centre, 103 Hening Avenue, Ipswich, IP3 9QJ

<b>Inspection date</b>	01/08/2014
Previous inspection date	21/08/2012

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

- The quality of teaching is good. Practitioners use their knowledge of how children learn to plan a challenging and stimulating educational programme. Clear assessment procedures enable key persons to follow and track children's achievements to ensure all children make good progress across all seven areas of learning.
- Children form close and caring relationships with their key person. Effective settling-in procedures, which are guided by parents, ensure that children's early experiences of nursery life are positive.
- Children are well-protected from harm, as practitioners demonstrate secure knowledge of the nursery's safeguarding procedures and how to implement them effectively. Practitioners carry out opening and closing checks at the beginning and end of the day, to ensure that the premises are safe and secure.
- Partnerships with parents are successful. Parents are provided with clear information about the nursery, the range of activities offered and the nursery's operational plan. Effective communication builds parents' confidence in their children's key persons.

### It is not yet outstanding because

- Opportunities to maximise children's knowledge of the world in the outdoor environment are not fully explored, as they have limited access to activities and free play to extend this aspect of their learning.

## 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 the nursery rooms and viewed all areas of the nursery.
- The inspector held discussions with the deputy manager, the regional director, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at documentation to evidence the suitability and qualifications of practitioners.  
The inspector looked at a range of records including children's details, information about children's learning and development, accident and medication records, written policies, written risk assessments and a selection of other relevant documentation.
- The inspector held a joint observation with the deputy manager to review the quality of teaching.
- The inspector took account of the views of parents spoken to at the time of the inspection.

## Inspector

Lynn Hughes

## Full report

### Information about the setting

Spitfires Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is situated in a children's centre, in the Ravenswood area of Ipswich and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from 7.30am until 6pm throughout the year, with the exception of bank holidays. There is an enclosed area available for outdoor play. The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2, 3, 4 and 6. There are currently 114 children on roll, of whom 101 attending are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- maximise opportunities in the outdoor area to enhance children's knowledge of the world, for example, by growing plants and exploring nature.

### Inspection judgements

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

Practitioners are knowledgeable about the children in their care and demonstrate a secure understanding of how children learn. Consequently, children benefit from an interesting educational programme, which is effectively delivered by proficient practitioners. They skilfully capture children's interests and use their suggestions to introduce or adapt planned and freely-chosen learning opportunities. Practitioners devise planning, which is tailored to meet the individual learning needs of each child and takes account of their specific learning styles. Key persons complete an initial assessment of children's capabilities and starting points, working closely with parents, to establish a good knowledge of each child. Practitioners observe children at play throughout the nursery day and use their observations to identify children's next steps in learning. This ensures that key persons have a firm focus on helping every child to achieve to the best of their ability. Parents are encouraged to play an active role in their children's learning, as they meet regularly with their child's key person. They view their child's development records, which are presented in learning journals and help to identify next steps in learning from their own home observations. Documentation regarding tracking children's development shows that all children make secure progress in their learning. This includes those children who speak English as an additional language and those who have special educational needs and/or disabilities.

Practitioners demonstrate a good understanding of when to intervene in children's play to enhance and extend their learning. They use skilful questioning to help to promote children's communication skills. For example, when babies are playing with water in a low water tray, practitioners use words to extend their experience. They talk to the children about pouring, filling and emptying the containers with water. Children see print used in a number of ways, as practitioners ensure that the nursery is a rich learning environment. For example, by labelling resources and accompanying wall displays with clear written information to attract children's attention. Children enjoy making marks with a wide range of materials, including sand, water, cornflour and shaving foam. Older children write recognisable letters and numbers and are beginning to link the correct sounds to letters. For example, practitioners help them to consider what letter their name begins with.

Children are provided with very good opportunities to develop knowledge of other people in the wider community and in the world. Effective posters depict people from all over the world and show people from varying cultural backgrounds. Children's knowledge of other people's religious festivals is enhanced through well-planned activities and topics. Beautiful coloured drapes and large pieces of material enhance the children's play spaces, creating a pleasurable environment, as well as cosy and welcoming spaces. Children are effectively prepared for their next stages of learning through the wide range of planned and free-play experiences they encounter during their nursery day. For example, they learn to focus and listen attentively when they participate in group story times and large group discussions. Children are provided with good opportunities to meet new people and to explore new environments when they go for regular walks and outings in the local environment. Visitors to the nursery help to enhance children's knowledge. For example, they learn about a range of different jobs that parents do, as some parents come to the nursery to share their expertise.

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

Children are settled and comfortable in the nursery environment, as they are effectively supported by their key person. Children's early experiences of nursery life are made pleasurable and enjoyable, as parents and key persons work effectively together, to guide the settling-in process. Parents provide key persons with a good amount of information about their children's home-life, interests, siblings and capabilities. This enables key persons to tailor the care and education they offer each child to meet their individual learning needs. Children form close relationships with their key person. They have opportunities to become familiar with the other adults in the nursery, as all children and practitioners share a communal garden. Key persons recognise the importance of ensuring that children's emotional well-being is promoted and give this careful and consistent consideration. For example, children's self-confidence flourishes, as they are constantly told how clever they are and are praised for every small achievement. Children behave well and demonstrate that they feel safe and secure in the nursery environment by moving confidently around the areas accessible to them and guiding their own learning.

Children play in one of three rooms within the nursery building. The babies and the out of school aged children are situated on the first floor, while the children aged between two

and five years are situated on the ground floor. All areas of the nursery are bright and welcoming. The baby room has recently been re-organised to provide two separate areas, one for messy play and eating and the other for floor play and resting. This is proving successful and means that practitioners can offer babies a wider selection of activities in a safe and well-equipped environment. Children in the ground floor room have free access to the nursery garden, creating opportunities for them to make choices about when they play and learn outdoors. Practitioners constantly review the outdoor provision to enhance children's learning and to ensure that sufficient shade is provided to enable them to play outdoors throughout good and inclement weather. While they have identified some areas for improvement and are working on these, there are still further opportunities currently being missed to enhance all seven areas of learning. For example, the provision for children to explore their understanding of the world is limited. Children have fewer opportunities to learn about growing and planting, or to explore insects and nature. Restrictions with the premises being a listed building mean that practitioners have to remove all resources from the garden at the end of the day. This limits what they currently provide for children.

Children enjoy a range of snacks and meals during their nursery day. The main meals are prepared from fresh ingredients at one of the setting's sister nurseries and transported to the nursery each day. Effective practices ensure that the food is maintained to an appropriate temperature throughout this process. Children's dietary needs and allergies are catered for and the menu is varied, to ensure children attending on the same day each week do not always have the same kind of meal. Children develop knowledge of how to keep themselves safe and healthy through the practitioners' careful guidance. For example, they learn the importance of handwashing before touching food and after using the toilet. They negotiate space well when running and playing in the garden and know it is important to clear away resources when they have finished with them to prevent tripping hazards. Children are effectively prepared for their next stage of learning. For example, they develop confidence in meeting new people and exploring new environments when they go for regular walks in the community.

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

Children are well-protected from harm as practitioners demonstrate secure knowledge of how to safeguard children. Managers and practitioners regularly update their safeguarding knowledge through appropriate training courses, to ensure that they remain well-equipped to swiftly deal with any safeguarding issues. The designated person is trained to support practitioners through any referrals to the appropriate authority and to help them to monitor children's safety. Applicants for new nursery positions are appropriately vetted to ensure that they are suitable to work with children, as managers follow the nursery chain's effective recruitment procedures. The checks used to assess the suitability of all adults working at the nursery are available on file. Managers ensure that all drivers used to transport older children to and from school, hold suitable insurance and have an appropriate driving license to fulfil their duties. Practitioners and managers maintain a clean and well-organised environment, which they regularly check for safety through their opening and closing procedures. All visitors to the nursery are closely monitored and

children are always supervised by adults who are known to them. Risk assessments and care plans are in place for children who have special dietary requirements or additional needs.

The nursery is owned and managed by a small nursery chain. The head office for the chain is located at one of the sister nurseries in the same town. There is a clear management structure in place, which comprises of the registered providers, a regional director, the nursery managers and deputies. The regional director supports the nursery management by regularly visiting and using meetings to review and evaluate the success of the nursery. A recent introduction of manager's meetings, whereby the managers from all of the nurseries meet to discuss good practice, has proven very successful. Managers bring new ideas and practices to the meetings to share with their colleagues, with a view to raising the quality of the whole nursery chain. The current manager is new to the nursery, having been in post for approximately five months. During this time, she has carried out a thorough audit of the nursery premises, resources, practices and policies. She has made a number of changes and improvements, and constantly reviews the effectiveness of these changes. Efficient monitoring of the nursery ensures that these changes are being consistently implemented by practitioners. Managers review all aspects of the planning and assessment systems used by key persons, and review each child's progress through their regular supervision meetings with individual practitioners. This enables them to keep a sharp focus on the changing needs of the children and to review how best to support each child to achieve their targets. Managers and practitioners use reflective practice to review and evaluate activities, working practices and how the nursery is organised. Parents complete regular questionnaires, asking them for feedback on their views of the nursery. The manager collates all of this information and updates the nursery's self-evaluation. Clear and meaningful targets for improvement are devised through these reflective sessions, which the nursery work through and address. Managers support the team of practitioners through effective induction, regular supervision and annual appraisals of their work. Practitioners are actively encouraged to pursue their professional development through training and in-house workshops.

Partnerships with parents are good. Parents are provided with clear information about the nursery and how it operates as part of their registration. They are also provided with a bag of useful leaflets, recipes for creative play materials and ideas that they can use at home to explore their children's learning. Key persons understand their role and develop a trusting relationship with the children and their families. This promotes an effective two-way flow of information sharing, which helps to settle new children and provides ongoing verbal feedback for parents on their children's day. Key persons work closely with each parent to establish the best way of sharing information with them, including verbally or electronically and endeavour to meet each parent's requests. Parents spoken to at the time of the inspection are complimentary of the nursery and feel that their children are making good progress. They feel involved in their children's day as key persons provide them with a comprehensive account of what their child has been doing and how they have managed their daily routines. Parents of younger children are also provided with a daily diary containing this information, so that they have an accurate log of their children's meals, sleep patterns and moods. Practitioners have close links with the local schools, which children attend, as the nursery also runs a breakfast and after school club. Partnerships with other early years settings, which children attend, are good. Key persons

share relevant information about children's learning and development with the key persons from the other provision, to complement the learning that takes place in both settings.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY443815
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	899469
<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>	52
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Alpha Nurseries Ltd
<b>Date of previous inspection</b>	21/08/2012
<b>Telephone number</b>	01473 725523

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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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