

Chard NNI/Schools Out

Clare House, Millfield, Chard, Somerset, TA20 2DA

Inspection date	16/09/2014
Previous inspection date	27/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 new manager is passionate about her role. She is a good role model and helps staff to develop their good practices further through effective advice, coaching and training.
- There is strong partnership working with parents, professionals and other early years settings to promote continuity in children's care, learning and development.
- Staff have developed a highly effective key-person system to meet the needs of the children. This means that all children develop secure attachments with key staff, which successfully promotes their emotional well-being.
- Staff plan an exciting range of experiences across the areas of learning, taking children's interests and next steps into consideration so that they enjoy their learning.

It is not yet outstanding because

- Children do not have access to a selection of number labels in the outdoor environment, to further promote their mathematical development when they play independently.
- Staff do not always include a clear explanation of what children have done well when they praise their efforts, to increase their understanding of learning expectations.

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 children in both rooms playing inside and outdoors.
- The inspector observed staff's interactions with children.
- The inspector talked with staff and children throughout the inspection and considered the written views of parents.
- The inspector and manager completed a joint observation in the Bumble Bee room.
- The inspector sampled a range of documentation, including self-evaluation, learning diaries and safeguarding procedures.

Inspector

Rachael Williams

Full report

Information about the setting

Chard Neighbourhood Nursery registered in 2003 and is a committee-run group. It operates from a purpose-built building in Chard, Somerset. The combined childcare provision includes a 'Schools Out' club for school-age children, which operates from a separate room on the first floor. The ground floor provides two separate playrooms (Daisy and Bumble Bee rooms) within the nursery, as well as a kitchen, sleep room, sensory room, toilet facilities and office areas. Chard Neighbourhood Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. There are currently 97 children on roll, of whom 64 are in the early years age range. The nursery currently supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The committee employs a nursery manager who has an early years foundation degree. In addition, they employ 10 staff to work directly with the children; all of whom have early years qualifications at level 2 or above.

What the setting needs to do to improve further

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

- provide number labels in the outdoor environment to help children to develop their interest in numbers and mathematics during independent play.
- increase children's understanding of learning expectations by providing clear explanation of what they have done well.

Inspection judgements

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

Overall, staff have a secure understanding of how children learn and provide good support to promote their learning. Staff actively seek parents' input from the onset. For example, parents complete an all about me form, which includes children's interests. Staff use this information, alongside their initial observations, to plan for children's next stages in learning as they settle into nursery life. Staff monitor children's development well, making detailed observations and identifying children's next steps in learning. Staff have a secure understanding of completing the required progress check for two-year-old children. In addition, they monitor children's communication skills well using Every Child a Talker tracking sheets. They use this information effectively to seek support for children with special educational needs and/or disabilities. The key person consistently works in partnership with parents, professionals and other early years settings involved with the

child, to maintain continuity in children's care, learning and development.

There are good opportunities for children to learn and play together as they develop the skills required for their future learning. Staff encourage children to choose favourite songs to sing together, and staff use sign language competently to reinforce language skills. Some parents have laminated cards illustrating different signs so that they can extend their children's communication and support the learning at home further. Staff effectively plan for key group times to provide targeted support for children's next steps in learning. For example, children benefited from a small group activity to focus on their counting skills. Staff provided a clear explanation, using repetitive language, of what they were going to make and how they were going to make it. They modelled reading the recipe with the children, helping them learn that words carry meaning. Children counted spoonfuls of ingredients as they added them to their bowl competently. Staff introduced early calculation skills as they talked with the children about adding one more. Children developed good turn-taking skills as they passed the bowl around to smell ingredients and feel their texture as they combined ingredients. Children listened well to instruction, squeezing the ingredients together and staff provided good descriptive words to extend children's language skills. Staff consistently praised children for their achievements. However, they did not always include an explanation as to what they had done well, to help them repeat their actions and understand learning expectations. Children showed an interest in number. They were keen to sequence the recipe cards identifying numbers up to five. Children knew that number six was next and searched the environment for a number six to continue the sequence. However, there is very little number labelling in the environment, especially in the outdoor area. Therefore, children have fewer opportunities to explore number and develop mathematical skills during their self-chosen play. Staff evaluated their activity well. They demonstrated a good understanding of how children learn to improve future experiences so that children make the best possible progress.

Children have good opportunities to play outside, making decisions for themselves. Older children learnt the importance of exercise and talked about the effects it has on their bodies. For example, they took turns to throw a giant inflatable picture dice during a group game and copied the movements depicted. Staff reminded children about safety. For example, when the picture requested that they spin, staff encouraged children to look around them first and to remove objects so they could spin safely. There is a good range of equipment to help children develop their physical skills. For example, children thoroughly enjoyed playing on the ride-on toys, such as the motor cycle. Staff have drawn roads on the surface. This enable children to negotiate pathways well and develop an understanding of road safety. The youngest children are encouraged in their mobility as staff organise the environment well. For example, children pull themselves up on the seesaw to stand under the watchful eye of staff who anticipate possible risks.

The youngest children thrive as a result of the individual attention staff provide. Staff engaged in a game of peek-a-boo with the colander as they peeped through the holes, which helped children make relationships and interact with others. Staff modelled language well to help young children in their developing communication skills. They encouraged children to listen to the different sounds, such as the sound of two saucepan lids banging together. Children mimicked staff's actions, such as hiding behind the lid and chuckled when staff said 'boo'. Staff consistently responded to younger children's babble,

acknowledging that what they said is important. Staff consistently matched words to children's actions as they developed their language skills, such as 'I can see that you are putting the chalks in the pot'. Staff complement children's skills, singing songs and rhymes, such as when they rock on the seesaw. Younger children watched adults closely as they sung favourite songs chosen by the children. Children followed the actions well, as they clapped and pretended to pop the bubble. Children anticipated the climax of favourite songs while they sat quietly and listened attentively.

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

Staff routinely meet the individual needs of all children through effective communication with parents. For example, staff have an excellent knowledge of babies' daily routines, which enables them to deploy themselves effectively. For example, they provide one-to-one attention as they rock and settle the babies to sleep. Babies are secure in their relationships with staff as they make staff aware when they want help, for example, by raising their arms. There is good support for new starters. For example, the key person sits away from the large group time, sharing a familiar story until children feel confident to join the group as they learn expectations.

Staff maintain hygienic practices effectively, such as helping children to wash their hands independently after sneezing and providing clear explanations as to why it is important. There is a safe and hygienic nappy changing area, which considers children's privacy. Staff have a good knowledge of children's interests and talk to children throughout their nappy change. For example, staff question children about the different animals on the wall. Children respond well, naming the animals and making their different noises. There are good systems in place to enable the key person to have responsibility for their children's care needs. This means children form secure attachments and develop strong emotional well-being.

Children develop a strong sense of belonging due to the effective key-person system. Staff provide a warm and inviting environment. This includes photographs of children actively involved in activities and numerous displays that celebrate children's achievements. Children confidently walk into the nursery and find their labelled peg to hang their bags and coats. All children have labelled drawers so that parents can see the work their child has completed. This includes the 'red book', which includes photographs of familiar adults and activities children enjoy. This is used particularly well in the Daisy room, to promote children's emotional well-being, as they happily look through the book to find a picture their family. Older children thrive as a result of the responsibility of helping adults, such as holding up the cards to form a number line in a small group activity. The outdoor environment for the youngest children is particularly well organised to enable all children, regardless of their mobility, to explore a good range of resources confidently. For example, they enjoy looking at the shiny metal objects and other sensory resources. There is a good range of high-quality toys and resources for children to access independently. Staff have clearly labelled these and stored them at a low level to encourage children to make choices about their play.

Children are aware of their own needs. They make decisions when to visit the snack table, finding their name card and washing their hands before they sit down. Staff have accurate knowledge of children's special dietary requirements as there is a good colour coded system to identify individual needs. Older children pour their own drinks and wash their cup and plate developing good independent skills. Younger children know where their drinks are stored and help themselves when they are thirsty.

Staff are vigilant and complete daily checks of the play spaces. They help children learn how to keep themselves safe. For example, when children place the string of the stilts around their neck staff remind them to remove it as it may hurt them. Children are regularly involved in fire drills so that they become familiar with routines and safe practices.

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

Staff have a good understanding of their responsibilities in meeting the statutory requirements of the Early Years Foundation Stage. They provide a safe and secure environment, which is thoroughly risk assessed and monitored daily by vigilant staff. Staff record accidents routinely and the management team regularly reviews these to make improvements. There are effective recruitment arrangements to ensure suitably vetted and skilled staff work with the children. Staff are motivated to develop their professional skills and consistently seek additional training to improve their understanding of how children learn and develop. There are good systems to guide and support staff to gain relevant skills. There are regular supervision meetings and annual appraisals to guide practice. There are good induction arrangements and new staff are supported well by the manager, who is a good role model and helps to support their development. Through ongoing training, all staff have a secure knowledge of their responsibilities to report any safeguarding concerns they have about a child or a member of staff. All required documentation is in place and easily accessible to support staff in this process.

Parents receive very good information about the setting and their children's achievements. In particular, this is observed when new children start, as the key person takes time to talk to parents and share required documentation. Staff share information on a daily basis with parents. For example, in the Daisy room, and for some children as they move between rooms, there is a daily communication diary where staff invite parents to provide information on children's achievements at home and key words in their home language. Throughout the nursery, there is an excellent record of communication with parents, such as the home communication profile and a termly interest sheet, which enables a two-way flow of information. Parents praise the nursery describing it as 'very welcoming', where the first thing their children want to do is hug their key person when they arrive. There are good systems in place to share information with other early years settings the children attend. For example, the key person shares information on children's next steps, their individual educational plans and their progress check at two-years.

Staff have good knowledge of the learning and development requirements of the Early

Years Foundation Stage. They use detailed observations, effectively noting children's key interests to influence their weekly planning. Staff accurately identify children's next steps in learning and use this information successfully to influence future planning of key group times. Consequently, all children make good progress in their learning and development.

The new manager is passionate about her role and provides strong leadership with support from the committee. Staff have made good progress since the last inspection, addressing issues arising successfully. For example, there has been a strong focus on improving the organisation of the environment. In particular, staff have organised the sleep area so that children can sleep without being disturbed. They have developed the outside areas so that children can make choices about their play. There are robust systems in place to invite contributions from all staff to evaluate the provision. This has led to staff identifying key actions to improve outcomes for children. For example, staff intend to develop the outside environments further to include an interactive wall so that children can explore how water moves. They intend to provide parents with more information on the educational programme and how they can support their children at home. Good use is made of parent feedback to drive improvement.

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

Unique reference number	EY262443
Local authority	Somerset
Inspection number	822913
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	97
Name of provider	Chard NNI Committee
Date of previous inspection	27/06/2011
Telephone number	01460 62367

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

