

Newton Lang Childcare

Sir Henry Fermor C of E School, Crowborough Hill, CROWBOROUGH, East Sussex, TN6 2SD

Inspection date	03/11/2014
Previous inspection date	06/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff demonstrate a good understanding of how to support children's interests and learning appropriately, so children are engaged in their play.
- Staff are welcoming and friendly. They use good strategies to help settle children in, showing a genuine interest in each as an individual. This helps children to quickly settle and feel secure.
- Staff give clear messages that support children's growing understanding of a healthy diet. This means children effectively learn to understand the importance of eating healthily.
- Staff use effective behaviour strategies to promote behaviour, which helps children to develop good levels of self-control and confidence.

It is not yet outstanding because

- Staff do not effectively organise the main meal routine. This means that some children have to wait a quite a bit of time to eat their meal.

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 and staff's interaction in the inside area of the club.
- The inspector spoke to children, staff and parents during the inspection.
The inspector sampled a range of documents, including the safeguarding policy, the medication and accident records, and the children's registration and attendance records.
- The inspector held a leadership and management meeting and a joint observation with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Newton Lang Childcare registered in 2011. It is a privately owned out-of-school club operating from Sir Henry Fermor Church of England School, Crowborough, East Sussex. The club has use of the school hall and uses the school grounds for outdoor play. It is open each weekday from 7am to 9am and from 3.15pm to 6.30pm. The club also offers holiday provision, with dates and times advertised in advance for parents.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently six children attending in the Early Year Foundation Stage.

The provision employs nine members of staff. Of these, six including the manager, hold appropriate early years qualifications. The manager holds Qualified Teacher Status which covers early years.

What the setting needs to do to improve further

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

- enhance the tea-time routine so that all children get to eat in a timely way.

Inspection judgements

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

Staff display a genuine interest in the children. They are friendly and interact well with children as they play. For example, they engage in friendly conversations and ask meaningful, open-ended questions. This helps children to think, focus and consolidate their communication skills.

Staff know the children well and they show that they build on children's interests when planning activities. For example, as a result of children suggesting they would like to engage with specific construction equipment, the staff are in the process of trying to obtain this equipment. They also provide additional materials, such as plastic bottles, paint and glue, that encourage children to use a variety of resources imaginatively. For example, children make and design items such as trinket boxes. This supports the children's developing creative skills. Staff challenge children by making suggestions on how improvements might be made to complete their tasks and achievements. For example, they suggest that children separate beads according to colour, to help make the patterns on their badges. This helps to consolidate and improve upon children's problem solving and physical skills.

Staff provide a play-based learning environment which effectively supports children to

learn through play. Children have good opportunities to choose what they do and whether they play inside or outdoors throughout the session. Various areas of learning are generally incorporated into planned activities, with children making the majority of decisions about what they do. They also benefit from activities that have no adult-defined learning objectives. For example, children enjoy selecting sticky-backed paper outfits to design and dress paper dolls with. This helps them to develop appropriate skills in expressive art and design and in their physical development. Children enjoy first-hand opportunities that support their understanding of the world. They enjoy visiting local farms during the holiday club sessions, where they are able to see and handle animals such as hamsters. Children also independently set up and use computer games, confidently controlling the characters in the games. Activities such as these also help to improve their skills in coordination.

Partnerships with parents, and other settings that children attend, are good. Regular information is shared between staff and parents. This promotes consistency of children's care and helps staff meet children's individual needs, particularly when children first start attending the setting. For example, parents receive an initial parental consultation form, which advises them on how their child is settling in. The staff also gather information on planning from the schools that children attend, which helps to support the children's understanding and development. For example, when children's topic work at school includes looking at pirates, the staff provide pictures of these, for children to discuss and colour in.

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

There is a good key person system in place. This provides continuity and consistency of care for the children. Staff implement good strategies to help settle children who are new to the club. For example, they encourage parents and the children to engage in 'taster' visits before they attend on a regular basis. Staff also gather information about the children's interests and dislikes from both the parents and the children attending. This enables them to have a good understanding of children's individual needs, which they effectively use to help settle them in. Children are generally happy and display confidence in talking and playing with all staff and other children. For example, they happily make jokes with staff about the activities they engage in. They also negotiate taking turns with their peers when using the computer. Children confidently inform staff of their choices regarding their food during the main meal. They demonstrate a strong sense of belonging. For example, children are familiar with routines and independently help themselves to drinks and fruit throughout the session.

The learning environment is good. Staff organise space well and provide a good selection of resources around the room that effectively meet children's needs, promote play, and develop independence and decision-making skills.

Staff use good strategies to encourage children to develop habits and behaviour appropriate to good learners, and to meet their own needs and those of others. For example, they praise and invite children to take on responsibilities, such as helping to

prepare the meals and helping to wipe dry the used utensils. This reinforces the children's positive behaviour and encourages good self-esteem. The staff also use discussion well to support children, particularly boys, when they become a little too boisterous. They sensitively and effectively explain what behaviours are unacceptable, and they highlight the impact of behaviour on others. This promotes skills in cooperating. Consequently, children are developing a good understanding of how to behave.

Staff encourage children to manage their personal needs well. As a result, almost all children are competent and independent in managing tasks. For example, children wash their hands before meals and they place their outer garments and bags safely in the designated place. The staff give the children clear messages regarding healthy lifestyles. All children have access to a very healthy, well-balanced meal. However, on occasion, some children are kept waiting for a little while before they have their food. Staff provide good opportunities for children to develop their understanding of healthy eating. For example, children are able to help prepare their meal, and all children are able to make choices from the very healthy selection of food that staff provide. In addition to this, children enjoy creative activities, such as colouring in pictures of healthy food. Some children help to clean their used utensils after they have finished their meals. Children regularly enjoy opportunities to use the outside area and develop physical skills, using a good selection of challenging equipment situated in the school's adventure playground. They are developing a good understanding of how to keep safe. For example, they know that they need to wait to be escorted to choose additional resources from another area in the school, and the reasons why they must do this.

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

The management team has a good understanding overall of their responsibilities in meeting the learning and development requirements. They also demonstrate good knowledge and understanding of implementing the safeguarding and welfare requirements. For example, the staff are secure in their knowledge of the procedures to follow if adults in the setting have allegations made against them. This means the children's safety is protected.

Management implements robust recruitment procedures, such as ensuring all staff have a Disclosure and Barring Service check and that no member of staff actively works with children until all their vetting systems have been completed. Such practices help to protect children from unsuitable adults. Staff conduct and regularly review risk assessments on both the premises and on outings, to help to ensure that children can play and learn in safety. They conduct daily safety checks on the premises before children use them. They also implement good procedures such as ensuring the children wear wrist bands when on outings. This helps to ensure children are safe. In addition to this, over half of the staff team hold a paediatric first-aid qualification. This means staff are able to safeguard children's health and safety and provide emergency first-aid treatment quickly.

The leadership and management team has good systems overall to evaluate their

provision and practice. They complete a self-evaluation form and set targets for improvement in the outcomes for children. For example, they have recently assessed their practice in providing healthy food. As a result, they have improved the variety of healthy food available for children choose from. This has successfully improved children's choice and decision-making skills, as well as their understanding of healthy eating. Management and staff have also successfully addressed actions previously raised by Ofsted. With the help of the local authority they have drawn up, and successfully completed, an action plan. This includes updating their arrivals policy to ensure that staffing arrangements and qualification requirements, including first aid, are met at all times. This meets the needs of all children and keeps them safe. In addition to this, the management has devised and implemented an outings policy, and written risk assessments that minimise risks to children's safety. This also includes arrangements for transporting and collecting children from school. Furthermore, they have introduced a recorded induction checklist and formal recorded supervision meetings every six weeks. This means that the management now ensures that staff are effectively supervised, and supported to understand their roles and responsibilities. Regular appraisals also successfully identify areas for professional development. These systems support and helps drive improvement within the nursery and, therefore, benefit the children.

Staff provide a good range of information for parents, which include the nursery's policies and procedures. Notice boards provide general information on aspects of the setting, as well as details about children's activities. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents are very happy with the care and learning provided for their children. They say their children settle well and enjoy coming to the club. Parents are very happy with the information shared, and that their children are safe and enjoy activities that interest them. Through discussion and documentation, staff demonstrate that they fully recognise the need to work with other professionals. They are aware of procedures to support children who have special educational needs and/or disabilities; they liaise with the local authority advisory team, to obtain further advice and support in meeting the children's individual needs.

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
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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	EY439358
Local authority	East Sussex
Inspection number	982602
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	6
Name of provider	Newton Lang Childcare Limited
Date of previous inspection	06/05/2014
Telephone number	01892652405

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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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Piccadilly Gate
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M1 2WD

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