

# Violet Way Nursery & Violet Way Out of School Club

Violet Way, Stapenhill, Burton upon Trent, Staffordshire, DE15 9ES

<b>Inspection date</b>	08/12/2014
Previous inspection date	08/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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

- All staff demonstrate a comprehensive understanding of their safeguarding role and responsibilities and how to identify and report any concerns about a child's safety and well-being, in order to protect children.
- The quality of early years teaching is excellent because staff plan dynamic activities which inspire children to explore and discover new and unusual things. As a result, all children make exceptional progress given their starting points and capabilities.
- Staff prepare children very well for school, by encouraging their active learning. This helps children to rapidly develop their creativity and imagination, along with their communication, language, literacy and technology skills.
- Leaders, managers and staff create excellent partnership opportunities with parents and other health, care and education partners. This contributes to excellent outcomes for children in all aspects of their care and learning.
- Staff create a highly welcoming environment in which children feel safe, happy and emotionally secure. As a result, children build very strong and trusting relationships with adults and each other and show extremely high levels of confidence and self-control in social situations.

## 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 and out of school club and conducted observations of planned activities with the nursery manager and staff.
- The inspector spoke to senior managers and a number of staff, children and parents to obtain their views.
- The inspector looked at a sample of children's observation and assessment records, including planning documentation, early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of the suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.

## Inspector

Jayne Rooke

## Full report

### Information about the setting

Violet Lane Nursery and Violet Way Out of School Club was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Stapenhill, Burton upon Trent, Staffordshire and is managed by a Board of Trustees. The nursery serves the local area and is accessible to all children. It operates from a number of nursery classrooms within Violet Way Infant School. The club and holiday play scheme operate from the dining room and school hall. The nursery and the club have use of the computer suite, library and school hall. There is an enclosed area available for outdoor play. The nursery and school club employs 14 members of childcare staff. All staff hold appropriate early years qualifications from level 3 to level 6. The nursery is open Monday to Friday from 8.45am until 3pm during term time. The after school club opens each weekday from 7.15am until 8.45am and 3pm until 6.15pm during term time. The holiday play scheme operates during school holidays from 8am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending, and of these 69 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- extend opportunities for school-age children to explore the outdoor learning environment throughout the year, for example, by providing a wider range of resources, such as torches and bikes, for them to use outside during after school activities.

### Inspection judgements

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

Staff provide excellent opportunities for younger children to learn and develop, because they focus their expert teaching skills on children's individual needs, skills and abilities. This helps to guide their highly effective next steps planning, so that children rapidly reach their individual learning goals. For example, staff plan excellent opportunities for children to discuss and explore seasonal changes, as they talk about and record the effects of different types of weather. They create magical and awe-inspiring experiments with artificial snow, to significantly enhance children's understanding of change. As a result, young children become active learners as they observe how snow powder becomes 'just like real snow' when water is added to it. Staff are actively engaged in children's play and learning to significantly enhance children's development and progress. For example, they closely observe children as they plan and choose what they want to do. They listen carefully to what children say and ask open-ended questions, which extend children's

ability to think and talk freely about their own thoughts and ideas. For example, as children make marks on the chalk board outside, staff ask children to describe the marks they make. This successfully enhances children's language and literacy development, along with their creativity and imagination. In addition, children develop excellent physical and coordination skills, as they learn how to write, draw and competently manage scissors, using a range of materials. This prepares children very well for their next stage in learning, such as the move to school.

School-age children enjoy a broad range of highly motivating and interesting games and activities, such as gymnastics practice, twisting games, musical statues, model-making, creative arts and construction. They plan and choose their own areas of play, so that they have enhanced opportunities to practise and develop their computer skills, play quietly on their own or join in with small and large group activities. This significantly enhances their enjoyment and learning. Staff use their considerable teaching skills and professional expertise to create a highly enabling environment indoors. This ignites children's enthusiasm to participate, explore and have fun. For example, girls and boys concentrate intently, as they operate simple computer programmes in the information technology suite. Some children learn how to play chess, under the helpful guidance of staff. Others show high levels of creativity and imagination, as they use a variety of glittery resources to make Christmas decorations.

Staff are very keen to share their expertise and skills with each other, which contributes significantly to the enhanced learning programmes for all children. For example, the infectious enthusiasm of the nursery manager motivates the early years staff team to use their teaching skills to best effect. As a result, young children benefit from rich and varied learning experiences, such as wonderful woodland activities, stimulating art and craft opportunities, excellent computer technology experiences and highly creative and imaginative role-play and outdoor learning events. Staff who hold specialist skills, such as technology experts and outdoor learning practitioners, contribute exceptionally well to children's understanding of the world. For example, nursery children are skilfully coached in the use of correct words for the mouse and the cursor, so that they learn how to drag and drop icons from one place to another on their computer screen. This prepares them very well for their future learning. During the holiday playscheme, staff make excellent use of specialised equipment, such as den-building and fire-making resources, to provide highly stimulating and enjoyable activities for all children to experience. However, outdoor learning opportunities are not always consistently provided throughout the year, for example, during after school activities. This means that school-age children do not always get the chance to make preferred choices, such as riding bikes or to use other equipment, such as torches, to significantly enhance the otherwise exciting and challenging outdoor learning experiences. Senior managers, key persons and room leaders, successfully involve parents in all aspects of their child's learning and development. For example, they regularly share detailed information about their child's skills, abilities and progress to celebrate their child's individual achievements together. This helps parents to gain an in-depth understanding of how their child learns, so that they can continue to support and enhance their child's learning at home. For example, following a highly successful woodland pirates and princesses project, parents discovered how imaginative play covers each area of learning. This helps them to focus on developing their child's skills and abilities, such as counting and organising numbers, communicating with others, playing

imaginatively, being physically active and building strong friendships. Consequently, all children, including those who speak English as an additional language, make rapid progress in their development and approach their next stage in learning with enhanced skills and confidence.

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

Staff create a highly welcoming environment in the nursery and at school, which helps children feel safe, secure and very happy. As a result, young children build strong and trusting relationships with adults and each other and school-age children are eager to attend their club. Staff adopt caring and sensitive attitudes towards children, so that they feel valued and respected as individuals. For example, young children receive high levels of positive praise for their achievements, such as using kind hands and managing their own care routines independently. This significantly enhances children's confidence and willingness to try things for themselves. Young children learn how to support and be considerate of others, as they become buddies to children who are new to the setting. This strengthens personal relationships and fosters caring attitudes. In addition, children learn to value and respect people's differing beliefs and traditions, because they find out about a variety of religious and non-religious customs and celebrations. For example, all children take an active part in the Christmas nativity play. They explore Eid and Diwali in their creative art, by making Rangoli and Henna patterns. Consequently, children's behaviour is exemplary and their emotional well-being is secure.

Staff help children to understand the importance of good health and hygiene routines, so that they learn how to keep themselves healthy, fit and well. For example, staff use every learning opportunity, such as visiting the computerised virtual cafe, for children to consider healthy food choices. The meals, snacks and drinks provided throughout the day, are very healthy and nutritious and fully accommodate children's dietary preferences and needs. Additional nutritional food, such as salad, are often available alongside other snacks, so that children can make healthy choices for themselves. There is a good balance of active play and rest, to ensure that children benefit from regular fresh air and exercise and relaxed play. This promotes children's healthy growth and development. Staff help children learn about being safe, by encouraging them to follow sensible safety rules. For example, as they build a seesaw out of logs in the woodland area, children work cooperatively together to enhance their safe play. School-age children learn how to cross the road safely, as they join the walking bus to the club from a neighbouring school. Children are encouraged to wear high visibility clothing and school identity badges, to increase their safety and well-being. In addition, children learn about the roles of different people and communities from parents and other visitors, who are involved in the emergency and health services and music performers. This broadens children's cultural and environmental awareness.

Staff build highly positive relationships with parents, extended family members and other care and teaching professionals. For example, they organise special events throughout the year, such as meet your key person sessions and family learning days, to captivate an active interest in children's day-to-day routines and learning experiences. Parents and

grandparents are actively encouraged to contribute items from home to add to an attractive display of the children's wishes. This informs and guides staff planning for children's future learning. Comprehensive information is shared between home, school and other provisions, in order to capture a full and extensive view of each child's learning, development and emotional well-being. As a result, children are fully supported as they move from home to nursery and school.

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

Leaders, managers and staff demonstrate a comprehensive understanding of all safeguarding procedures. For example, lead practitioners follow clearly set out training and induction plans, to ensure that all staff understand their role and responsibility for safeguarding children. Staff supervising children in the computer suite follow strict rules for working together, to ensure children's safety and well-being is prioritised. Staff competently describe the signs and symptoms of the four types of abuse, which would alert them to concerns about a child's welfare. For example, they know that incidents of unusual marks or bruising to a child, or if children use inappropriate language or behaviour towards others, must be recorded as a concern. They know how to refer their concerns to the lead safeguarding practitioner in the school and nursery. They understand the referral process relating to child protection investigations and allegations of abuse. All staff have attended up-to-date safeguarding training, so that they can act promptly to protect children. The management committee and senior staff conduct rigorous recruitment and vetting checks, to ensure that all staff are cleared through the Disclosure and Barring Service. They follow up references, work history and qualifications for each member of staff employed, to ensure they have high quality skills, experience and expertise for their role. Risk assessments within the nursery and out of school club are highly effective. Staff take full account of the age and stage of development of the groups of children attending and the varying activities provided on and off site. This means that children enjoy a broad range of safe and adventurous activities and events. The head teacher of the school and the senior nursery manager work highly effectively together, to monitor the quality and effectiveness of the educational programmes. They continuously support staff through varied training courses, to significantly enhance their existing and highly professional teaching skills. As a result, children benefit from exceptionally high quality learning experiences, which significantly enhance their progress towards the early learning goals.

Staff, parents and children are fully involved in the self-evaluation process, which drives forward the nursery and school's extensive improvement plan. For example, following a highly successful whole school quality survey, conducted by the leadership team, it established the considerable strengths in the commitment of the highly qualified and dedicated staff team. Staff views and opinions show that they feel fully engaged in all aspects of the provision and are very well supported in their continuous professional development. Parents value their involvement in family reading workshops, which helps them to support their child's literacy development. Children's views are obtained to find out how they feel about the schedule of activities and outings provided. This contributes

to forthcoming improvement plans for the year ahead. For example, by identifying further opportunities for out of school club staff to use the woodland area and to share learning opportunities with other outstanding providers. This highly committed approach to self-review, contributes further to the already outstanding aspects of practice. The nursery manager has fully embraced the recommendation from the last inspection to extend the range of resources which are now offered to children to significantly enhance their role play. As a result, young children benefit from exciting opportunities to develop their imagination and creativity through their imaginative play. For example, they readily access dressing-up clothes and a variety of home play equipment to act out role-play stories. They engage in highly creative role-play games in the woodland area outdoors. In addition, the pre-school room leader has re-organised rooms and resources to enhance opportunities for children to self-select home play equipment, construction toys, computers and the interactive screen. In addition, she has placed written labels on boxes at low level, alongside picture symbols, to enable young children to make choices and decisions about their own play and learning and to support children's literacy development. As a result, boys and girls now make more choices about their own play and learning. This enhances children's creativity, imagination and critical thinking.

Partnerships are excellent because leaders, managers and staff create highly effective networks with the host school and other community partners. For example, staff's individual teaching skills and expertise are skilfully linked to strengths in specific areas of learning, such as school science projects. As a result, children benefit from educational science explorations outdoors, which inspire them to observe features of the natural world. Other providers are invited to attend training events to cascade best practice ideas. As a result, children from other settings benefit from the exciting outdoor learning programmes. Teachers in the host school share their skills and expertise, in order to support dual language families. This ensures that all children are valued and included and helped to progress in their home language and use of English.

### 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>	218393
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	854491
<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>	119
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Violet Lane Nursery and Violet Way Out of School Club Committee
<b>Date of previous inspection</b>	08/03/2012
<b>Telephone number</b>	07757 636041

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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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