

Early Years Childcare (Crawley)

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Early Years Childcare (Crawley) is one of nine nurseries run by Early Years Childcare PLC. It opened in 1993 and operates from a self-contained unit, on the ground floor of an office block in Crawley, West Sussex. A maximum of 27 children may attend the nursery at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8.00am until 6.00pm, all year. All children share access to a secure enclosed outdoor play area.

The nursery provides care for children aged from birth to five years. There are currently 56 children on roll and children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs 12 members of staff. Of these, nine hold appropriate early years qualifications and three members of staff are in training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a rich and purposeful learning environment, where they are happy, kept safe and well cared for. They are making good progress in their learning and development, towards their early learning goals of the Early Years Foundation Stage. This is because of the good quality teaching, range of resources and balance of child-initiated and adult-led play. There are a few areas to develop; relating to children's learning journals, noise levels at times during the day, and how often children are able to go outdoors to get fresh air. The nursery is committed to its own continuous improvement for example, with the changes to the garden to enhance children's play and learning further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and develop record keeping in children's individual learning journals, to show more accurately where they are making progress
- monitor noise levels in the nursery, particularly in the 'tigers' room' to support children's positive behaviour, learning and development
- develop further children's opportunities to get plenty of fresh air and outdoor exercise.

The effectiveness of leadership and management of the early years provision

The nursery has a strong senior management team, who understand their roles and responsibilities very well. They act as positive role models, supporting staff who all work well together as a team. Staff understand their roles and responsibilities regarding safeguarding, including being aware of procedures to follow if concerned a child may be at risk of harm. They are vigilant when escorting children to the garden, maintaining ratios and supervising children closely at all times. Recruitment, vetting and induction procedures are appropriately robust, to ensure children are only cared for by suitable adults. All mandatory documentation is in place and is accurately maintained, which contributes to the good safeguarding measures practised by the nursery.

The physical environment is well organised, with the garden and 'discovery room' particularly popular with the children. The garden is stimulating and fun, providing them with opportunities to dig, enjoy 'mud days', as well as climb, balance and grow their own vegetable produce. However, children occasionally spend the mornings or afternoons indoors in good weather. This limits how much physical exercise and fresh air they are able to get, as part of a healthy lifestyle. Children throughout the nursery enjoy playing with a good range of resources, which reflect positive images of diversity and equality in the social world around them.

There is a clear vision to provide good-quality childcare, as well as a strong ambition to drive continuous improvement within the nursery. Staff attend training, and draw up priorities for improvement through self-evaluation and action plans. This helps to bring about further development opportunities for every child, which enhances their outcomes. The views of children and parents, feed into their evaluation and ongoing improvement, such as striving to give parents a good amount of notice, about forthcoming events and providing information about food given to the children.

Partnerships with parents are excellent, and contribute to the good quality nursery provision offered to each child. Staff build a good rapport from the start, using daily diaries so that parents of babies and toddlers, know all of the details about how their young child has been. Social and fundraising events help maintain good links and the shared reading resources in the nursery entrance, help parents extend children's early language and literacy skills. Discussion with parents highlight how extremely happy they are with the care their children receive. Staff provide them with excellent support systems in their busy daily lives, to contribute to the overall welfare of each child. Partnerships with local schools, along with other early years settings are good, helping children with the challenges of transitions. The nursery also takes advantage of visits by the emergency services, staff family members serving in the Armed Forces and charities such as Sight Savers, to help children learn more about diversity in the world around them.

The quality and standards of the early years provision and outcomes for children

All areas of the nursery provide children with stimulating play and learning experiences, and this along with good teaching, contributes to their successful progress towards the early learning goals. Children show through their behaviour that they are comfortable, happy and feel safe within the nursery. They have established good relationships with their peers and staff, playing well together, sharing ideas and taking turns for example, when using the computer. Staff plan and organise activities around the children's individual needs, capabilities, and current interests, resulting in purposeful learning which is appropriate for the differing groups of children.

The youngest children enjoy sensory experiences such as climbing in and out of boxes filled with shredded paper, as well as sand and water play, and feeling the textures of different materials such as paint and nail brushes. Their early communication is supported well with plenty of singing, playing musical instruments and by staff responding to their babbling. Older children show good pencil control as they scribe their names on drawings and paintings they have done, as well as recognising other letters of the alphabet around the room. Key skills for the future are supported through counting and problem solving, reading stories and using a range of technology equipment. The older children in the 'tigers' room' delight in using tools safely such as, screwdrivers to take an old cd player apart, as well as using small saws for woodwork activities. This helps them learn about keeping safe and using different tools for a purpose. Dancing is popular with the children, especially doing the 'Macarena' when they practise how to move in time with the music, waving their arms around at the same time. This also helps them learn about exercise and languages other than English, which the children and their families speak.

Children's progress is monitored through observation and assessment. This is routinely done throughout the nursery and children's scrapbooks of their creative efforts and learning journals, reflect the good experiences they enjoy across all areas of learning. However, some learning journals have observations recorded inaccurately, within the aspects of learning in the records. This means that some records do not show a completely accurate picture of their achievements.

Children learn about keeping healthy and safe through daily routines, ground rules for behaviour and adult-led activities. The environment is clean, well maintained and risks of cross-infection are appropriately reduced. The children enjoy a good range of meals and snacks which are nutritious, balanced and support a healthy diet. Fresh drinking water is readily available throughout the day as well. Children sit together in groups for meals, showing that the social experience is valued as much as the eating, with younger children supported with eating, as they begin to gain independence. The children learn about making a positive contribution through treating each other with respect, playing cooperatively and following instruction. At times the noise level in the nursery, particularly in the 'tigers' room' with the older children, becomes uncomfortably high; this impacts on some of the children's comfort, feelings of security and well-being. Staff manage behaviour

well, using distraction, praise and encouragement to foster the children's feelings of self-worth and confidence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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