

Little Sneakers at Matchborough First School

Inspection report for early years provision

Unique reference number	EY265998
Inspection date	26/01/2011
Inspector	Fiona M Robinson
Setting address	Matchborough First School, Matchborough Way, Matchborough, Redditch, B98 0ET
Telephone number	07889 037592
Email	
Type of setting	Childcare on non-domestic premises

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Sneakers at Matchborough First School is one of three nurseries and seven out of school clubs run by Sneakers Childcare Ltd, a local nursery chain. It was first registered in 2003 and operates from three rooms at Matchborough First School, which are part of a Sure Start Children's Centre in Redditch, Worcestershire. It has full use of the host school's outdoor area. There is ramped disability access. Children attend from the local and surrounding areas for a variety of the sessions on offer, including wrap around care for children attending the local authority nursery.

The full day care facility was first registered in 2007. A maximum of 24 children under five years may attend at any one time. There are currently 17 children on roll within the early years age group. The full day care facility is in receipt of funding for early education places. It is open each week day from 8am to 6pm for 50 weeks of the year. Before- and after-school sessions run alongside the full day care provision. A maximum of 24 children from four to under eight years may attend these sessions at any one time. Children over eight may also attend. There are currently 22 children on roll. These sessions run for five days per week in term time from 8am to 8.50am and 3.30pm to 6pm. The setting is able to take children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A total of nine staff are employed, of whom seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well because activities are mostly well organised and interesting. Staff are knowledgeable about the children in their care and ensure they are fully included. There are excellent partnerships with parents, the host school and the Children's Centre, and information is shared very effectively. The manager and staff have a clear, comprehensive idea of the strengths of the setting and areas for improvement, such as encouraging children to record their experiences over time. There is a good record of continued improvement and the setting has the capacity to improve well in the future.

What steps need to be taken to improve provision further?

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

- develop problem solving and sensory experiences in the outdoor area of learning
- develop further children's involvement in the recording of their experiences.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because staff have an excellent awareness of health, safety and child protection issues and know their responsibilities. Comprehensive policies and procedures are fully implemented to ensure children's safety. Parents have a very secure knowledge of the rigorous procedures in place for the collection of children. There are robust staff recruitment and vetting procedures in place. Children have access to a good range of resources and equipment that are safe and suitable for their age, further enhancing their safety. Staff are deployed very effectively so that children are supervised at all times. Risk assessments are thorough and are carried out regularly to minimise danger. Fire evacuation procedures are practised to familiarise staff and children with the routine.

The setting is well-led and managed. There are good self-evaluation systems in place, which ensure that improvements have a positive impact on the children's experiences. The manager and staff value the views of parents and children when identifying areas for development and act on them. They have a clear idea of their strengths and areas for improvement and are currently developing the layout and organisation of the indoor and outdoor environments. They also recognise the need to develop problem solving, planting, growing and sensory experiences in the outdoor area. These activities are currently limited and are not organised to allow children to move freely between the indoor and outdoor areas. In addition, older children are not fully involved in recording their own experiences, which impacts on their ability to recognise their own progress over time. Staff actively promote equality and diversity and ensure that children are fully integrated into activities and the celebration of festivals. Effective use is made of a good range of resources to meet the needs of babies and younger children. For example, they benefit from the use of baby gym facilities, located at a nearby setting. Staff demonstrate a good capacity to improve through strong teamwork. They also work hard to enrich their existing qualifications and experiences.

Partnerships with parents and carers are outstanding because staff share information very effectively. Feedback from parents indicates that they feel staff are very caring and approachable and keep them well informed of their children's achievements and progress. Key workers meet with parents and carers every term to share children's assessment records and the records of their work. Parents are kept well informed of special events and activities through informal discussions, comprehensive newsletters and the parents' notice board. Those who attend the after-school sessions are very pleased with the care and play activities which their children experience. Parents receive regular questionnaires, which invite them to comment on the provision. They are very appreciative of the diary sheets which are sent home, as these keep them informed of the progress of the babies and toddlers. There are excellent links with the host school and the setting benefits from the use of its outdoor environment. Staff liaise regularly with children's parents, outside agencies and staff at the Children's Centre and the school, to ensure a smooth transition into full-time education. Staff are experienced in caring for children with special educational needs and/or disabilities, and support them well in their learning.

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

Staff place a strong emphasis on learning through play and consequently babies, toddlers and children achieve well in an enjoyable and stimulating environment. Children's views are considered and are incorporated into the planning and organisation of activities. Children access an interesting and varied framework and are effectively supported in their learning. Themes, such as Winter Wonderland and Diwali result in colourful displays featuring children's artwork and rangoli patterns, which make the environment bright and welcoming.

Children are well behaved and have good relationships with each other. They learn right from wrong through the setting's golden rules, which are consistently used and reinforced by staff. Children are given lots of attention and build meaningful relationships with staff. They are encouraged to share toys and resources and show respect for others. Staff have high expectations and are very good role models.

Children are encouraged to make healthy decisions and learn about the importance of nutrition and exercise. This helps them to develop a good understanding of keeping healthy and safe. The setting offers children the choice of wholemeal or brown bread, which the children are encouraged to spread independently with a topping of their choice. They learn to use equipment safely by handling cutting implements to prepare their own fruit salads and fruit kebabs for snack time. They enjoy physical exercise and have valuable opportunities to ride their bikes and pedalled vehicles outdoors. Nature walks around the grounds of the host school keep children active, and they practise their balancing skills at the nearby gym. Children also learn about the dangers outside and learn how to cross the road safely by taking part in activities during National Road Safety week.

Children enjoy an interesting range of activities and make independent choices from a wide range of resources. Their creative skills are developed well as they print colourful patterns from fruit and vegetables. Children are encouraged to use their imagination during play as they take care of the toy pets in the vet's surgery. They enjoy searching for mini-beasts in the school field and building dens to play in. When staff read the story about a lazy lion, children listen eagerly and develop a love for books. Most children can write their names by the time they leave the daytime club and make good progress in their literacy skills. Opportunities to use the computer and technology are welcomed; however, the children do not make full use of the digital camera in their activities to record their own work. Most children can count up to fifteen and beyond and are keen to identify shapes. They tunefully sing songs, such as Twinkle, Twinkle, Little Star and practise their counting skills as they sing Five Currant Buns. They develop their physical skills well by playing team games and ball games and enjoy practising dances and songs to perform to one another. Children are fully included in activities, and festivals, such as Diwali, Christmas and the Chinese New Year enrich their experiences. Topics about other lifestyles, customs and cultures enrich children's understanding about the wider world. Themed role play activities and visits to a Chinese

restaurant provide them with a good variety of activities. The layout and organisation of the immediate outdoor area is being developed to provide more opportunities for children to plant, grow and solve problems. Overall, children are prepared well for their next steps in learning and education.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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