

The Saplings (Martlesham Heath)

Inspection report for early years provision

Unique reference number EY430918
Inspection date 14/12/2011
Inspector Lisa Mayes

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Type of setting Childcare - Non-Domestic

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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

The Saplings (Martlesham Heath) was first registered in 1994 in St Michaels church hall. They moved to their current premises in 2011 and use several rooms over two floors in The Square, with toilet facilities on both the ground and first floor. Children have access to a secure enclosed outdoor play area. The pre-school is accessible to all children.

A maximum of 50 children may attend the pre-school at any one time all of whom may be on the Early Years Register. There are currently 47 children attending who are within the Early Years Foundation Stage. The pre-school opens each weekday from 9am to 3.15pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. All of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is effectively supported by qualified staff. The staff know children's individual needs well and through regular observations, the next step in their learning is clearly identified in the planning. The pre-school has developed good relationships with parents and seeks support and advice from other professionals and settings to ensure that each child's needs are met. However, staff deployment does not effectively support children's behaviour and children require regular prompting to ensure they stay safe. The pre-school has clear policies and procedures in place and has identified areas for improvement to benefit children's on going learning and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- to keep a full record of criminal record bureau checks in respect of all people that work directly with the children. 14/12/2011

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

- encourage children to think about issues from the viewpoint of others

- ensure that children are supervised at all times, with staffing arrangements organised to meet the individual needs of all children.

The effectiveness of leadership and management of the early years provision

There are good systems in place to ensure children are protected from abuse and neglect. Staff have a strong commitment to their duty in recording and reporting concerns, following guidance set out in the pre-school's safeguarding policy. Staff complete written risk assessments to ensure that children are effectively protected from any potential dangers inside the building. Children are taken on regular walks to the local play area and staff ensure that children's safety is paramount through the implementation of consistent rules. Children take part in fire evacuation practises to ensure that they know how to protect themselves in an emergency.

Children and their parents are made to feel welcome at the pre-school. Staff have developed positive working relationships with parents and provide verbal feedback each day on children's welfare and their activities. Parents are kept informed about the pre-school through the noticeboard in the entrance and can access copies of the pre-school's policies and procedures. Parents can get involved with their pre-school through joining the committee, helping with fundraising and sharing their skills. For example a parent who is a baker joined the pre-school for a session and supported the children to decorate cupcakes. Parents evenings are held at the end of each term for parents to meet with their child's key person and discuss their progress across the six areas of learning. The pre-school has developed a strong relationship with the local primary school. This ensures that transitions for children are fully supported to enable them to settle. Staff take children for visits to the school and the teacher visits the pre-school to help familiarise them with new people and surroundings.

The management team is motivated to seek further improvement in order to secure positive outcomes for children. The staff regularly reviews and evaluates their practice and they have clear identified areas for development. For example, a grant has been secured for an outdoor area to be established.

The majority of staff hold early years qualifications and this ensures that children can be fully supported in their learning and development. All staff have input with planning activities each week around the individual needs of their key children. Good systems are in place to support children with special educational needs and/or disabilities. Equality and diversity is embedded into every day practice through displays and resources. Staff actively promote different cultures and religions through planned activities and experiences throughout the year. For example, children decorate masks from the story of Diwali with sequins and make rangoli patterns with pasta and rice.

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

Children are supported to settle when they first join the pre-school. Staff visit the family at home to ensure that the child is familiar with their key person and to discuss children's individual needs with the parents. To support children with the transition from home to pre-school, books are made featuring photographs of the child's family. These are available for children to access at any time during the session.

Children are able to move around the rooms freely and access a good range of activities and resources. Some children are developing a sense of how to stay safe but most require prompting by adults and at times the deployment of staff does not support the effective management of children's behaviour.

Staff undertake regular observations on children's individual interests and the next steps in their learning have been clearly identified. Each key person is responsible for updating children's learning journey records on a regular basis. Children's next steps are incorporated into the weekly plans to ensure that they are able to make progress in their learning. Plans show activities which are both adult-focused and meet children's interests. Children's learning journey records clearly link the observation undertaken by staff to the six areas of learning to show that children are receiving a broad and balanced curriculum to support their all round learning.

Children are developing good skills in communication, language and literacy. The book area is accessed by some of the children and they enjoy choosing books and seeking out staff to share these with. Staff support children to attempt to write their names on their finished artwork and a permanent mark making area supports children's interest in early writing through the provision of a range of resources and a noticeboard to display their work. Children are developing skills for the future as they confidently use the mouse to complete a programme on the computer.

Children are provided with a range of healthy snacks each session. They are able to make decisions about what they would like to eat and pour their own drinks. Children are being encouraged to understand the need for good hygiene routines. They are reminded about washing their hands after going to the toilet. The pre-school does not have a designated outside area, therefore, children are taken on regular walks to a local play area and a room upstairs in the building is also used for supporting children's physical development. Resources available include bats and balls, bikes and scooters, hoops and balance beams.

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	2

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

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