

# Cranbrook Independent Nursery and Pre-School, Cranbrook Adventurers

Inspection report for early years provision

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| <b>Unique reference number</b> | EY330788  |
| <b>Inspection date</b>         | 18/10/2010  |
| <b>Inspector</b>               | Teresa Elkington  |
| <b>Setting address</b>         | Coppingham Cottage, Balcombe Road, Horley, Surrey, RH6<br>9EF |
| <b>Telephone number</b>        | 01293 823163  |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Cranbrook Adventurers registered to its current owner, Childcare and Learning Group Ltd, in 2006. The club is situated in Horley, Surrey. It operates from a converted detached house, which is on two levels, and a single story building (The Barn) to the back of the house. There is a car park to the front and side of the property and a large outside area for the use of the children. The club serves the children that attend specific local schools, before and after school and during the school holidays.

The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. Children from four years to 11 years of age attend the club. It is open each weekday during term time from 7.30am to 9am and from 3pm to 6.30pm. During school holidays and school in-set days it is open from 7.30am to 6.30pm. The club only closes on Bank Holidays. A maximum of 36 children may attend at any one time and there are currently 120 children on roll, of whom one is in the early years age group. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

A team of three permanent members of staff work with the children. Of these, two staff hold a recognised early years qualification, and one is currently working towards a qualification in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and have formed good relationships with both staff and their peers. They are well cared for and enjoy participating in a range of stimulating and exciting activities, which help them to make progress in their learning and development. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, the individual needs of children are well met. They have a good partnership with parents and seek their views in order to assist them in evaluating the setting. There are systems in place for self-evaluation, which demonstrate well targeted plans for the future, which ensures continuous improvements can be made.

## **What steps need to be taken to improve provision further?**

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

- ensure children next steps are clearly identified and used to inform future planning .

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

Children's welfare is protected as a result of the setting's robust safeguarding procedures. Staff are aware of their role and responsibilities in protecting children and are aware of the signs and symptoms of possible abuse. They know the procedures to follow should they have a concern about a child and recognise that this is their first priority. The environment, both indoors and outdoors, are subject to ongoing risk assessments which allows staff to identify any hazards and take appropriate actions where needed to ensure the continued safety of the children. All of the required documentation is in place..

Self-evaluation and feedback from both parents and children help to effectively identify and address areas for improvement. The implementation of action plans help staff to plan for areas of improvement in order of priority, which allows staff to initiate improvements to bring the most in terms of impact and outcomes for the children. Recommendations from the previous inspection have been effectively addressed showing a willingness for continuous improvement. An annual appraisal system is in place which allows staff and management to reflect on the future development needs of the staffing team. They have access to in house training which enables them to update and develop their awareness and skills in certain areas of their work, for example, First Aid and Child Protection.

The physical layout of the setting is well organised allowing children to move freely around all the areas available to them. The effective deployment of resources meets the needs of all children well and significantly enhances their experience at the setting allowing them to feel a true sense of belonging as they initiate their own play and learning experiences. Staff have secure knowledge of each child's background and individual needs. Diversity is fully embraced and all children are fully included and involved. People's differences are respected, such as disability, ethnicity, gender and culture.

Staff are aware of the benefits to the children of working closely with their parents, carers, teachers and other agencies in order to ensure that each child's individual needs are known and supported effectively. There are sound arrangements for exchanging information with parents to ensure children's individual welfare needs are understood and met. Parents are informed about the provision through a variety of good information, including a prospectus, notice boards and newsletters. Parents are very happy with the service offered and comment upon the range of activities offered to their children and also the support given during the transition from nursery to school.

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

Children enter the setting enthusiastically and are happy during the time they spend there. They are keen to initiate their own activities and freely move around the setting engaging in their chosen play experiences. They thoroughly enjoy being in the garden, using their energy in a variety of ways whilst making good use of large outdoor play equipment, helping them to develop their large muscles and enhance their physical skills. They receive ongoing praise and encouragement from staff as they refine their physical skills. For example, staff applaud the achievement of children as they successfully move their bodies across the monkey bars. Children actively lead their play and enjoy accessing all areas indoors with freedom. They use the quiet area to look and enjoy a range of different reading matter within the welcoming and comfortable book area. There are good opportunities for children to enjoy conversations with their friends and establish new relationships which are supported by 'Friendship Corners'.

Children love using their imagination in the role play area which inspires them to 'be anything they want to be.' They act out familiar scenarios and develop their ideas for new imaginative play ideas for example, as they gather resources to turn the play area into a travel agents. Children learn to solve simple problems as they make models from a range of constructional resources. Lots of opportunities are provided for children to develop their creative skills through planned and spontaneous craft activities. They show enthusiasm as they make pictures using the colours of autumn in readiness for all to see on the display board.

Staff are fully supportive of children's play and act as facilitators in all that they do, providing guidance and support where needed. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. They regularly carry out observations to assess children's achievements. Although assessment systems identify everything what children need to learn next, this does not always feed through into the planning of future activities.

Children behave well. They are kind, considerate and thoughtful to each other. They willingly share and take turns and there are lots of opportunities for children to play alongside each other. Staff manage children's behaviour in a manner that is appropriate to each child's age and stage of development and praise is given freely to children, ensuring that they develop confidence and self-esteem. Innovative systems are introduced to encourage co-operative behaviour for example, the 'noiseometer' encourages children to keep their noise down during mealtimes, ensuring that it is a social occasion for all to enjoy. They actively learn about their own traditions and those of others through the use of resources and displays, promoting their understanding of the world in which they live. The 'Green Fingers Club' provides children with positive experiences of sustainability as they grow their own plants and vegetables.

Children's awareness of how to stay safe is well promoted, for example, they learn about fire safety and know the procedure for evacuation in an emergency, which the staff ensure is regularly practised with the children. The premises are clean and staff operate a 'clean as you go' policy throughout the session. Children are offered a variety of freshly prepared meals and snacks to encourage them to learn about healthy eating and drinks are freely available to ensure children remain hydrated. Children with particular dietary needs receive good support to ensure these are met. Children spontaneously wash their hands after personal care routines and in preparation for meal and snack times. This is supported by gentle reminders, through the use of pictures placed in bathroom areas, which actively encourages their awareness of the importance of adopting healthy lifestyles and preventing the spread of infection.

## 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

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

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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

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