

Explorers at Sundorne

Sundorne Infant School, Corndon Crescent, SHREWSBURY, SY1 4LE

Inspection date

Previous inspection date

24/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Teaching is effective and staff demonstrate a secure knowledge and understanding of the learning and development requirements. As a result, all children make good progress given their varying starting points.
- An effective key person system takes into account children's individual, specific needs and requirements. All staff work in close partnership with parents and other professionals, to ensure that all children benefit from the early years provision.
- Staff are vigilant about children's safety and well-being. Practice is based around purposeful safeguarding procedures to ensure that children are protected from harm and abuse.
- Management strategies are in place to monitor and evaluate staff practice, taking into account the views of children and parents. This helps to identify key areas for improvement.

It is not yet outstanding because

- There is scope to further enhance older children's mathematical skills, by extending activities for them to see and talk about numbers beyond ten.

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 children's activities in both the inside and the outside learning environment.
- The inspector spoke with the owner, manager and staff during the course of the inspection.
- The inspector interacted and spoke with the children during the inspection.
- The inspector examined a range of documentation including children's developmental records, staff suitability, recruitment procedures and risk assessments.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager of the setting on a planned activity.

Inspector

Lesley Bott

Full report

Information about the setting

Explorers at Sundorne was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a demountable building within the grounds of Sundorne Infant and Nursery School, Shrewsbury. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 53 children attending who 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 and children with special educational needs and/or disabilities.

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 older children to enhance their already good mathematical learning, for example, by organising activities for them to see and talk about the use of numbers beyond ten.

Inspection judgements

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

All children are effectively supported in making good progress in their learning. Staff have a good knowledge of the Early Years Foundation Stage and how children learn effectively through experience. This helps all children to develop the characteristics of effective learning. Purposeful and comprehensive observations and assessments are completed by staff who know the children well. This information is used by staff to plan effectively for children's next steps. Information about activities is shared with parents so that they can continue their child's learning at home. For example, newsletters inform parents of the letter sounds and colours that children are learning about. Termly information sheets request parents to record their child's current interests from home. This ensures that staff can take into account children's ideas and play preferences ensuring that the teaching is having an impact on their learning. For example, baseline assessments are carried out to ensure that children's starting points are recorded on entry.

All children show strong progress in their speech and communication as staff use daily routines, such as, circle time to talk to children about the sounds letters make. Children

concentrate as they listen to the song about the water gurgling down the drain, and join in with enthusiasm as they practise making the g-g-g sound. As a result, all children learn about the sound of letters in a fun and exciting way. Older children learn to compare and identify different sounds as they play 'sound bingo'. This helps children apply meaning to sounds as they identify the animals while working together in small groups. Child-initiated play is promoted well. Good quality resources are available, labelled with words and pictures and stored at the children's level enabling them to direct their own play. This helps to support children gain the necessary attributes and skills in preparation for the next steps in their early education. Children are able to continue to be creative in their learning throughout the day with skilful questioning from the staff. For example, while playing in the shredded paper a staff member suggested hiding animals in it. The children make decisions over the animals to go into the paper, from dinosaurs to lions and tigers. Children's critical thinking and communication skills are well supported as staff allow children to initiate their own play. After choosing the animals they later made the noise of the animal, 'roaring' together as they found the lion.

Staff liaise effectively with schools, settings and agencies to ensure that every child is supported appropriately, particularly where some children may be identified as requiring additional support and challenge. Staff use the well-resourced outdoor learning area to promote children's active learning, physical development and understanding of the world. As a result, children have space to run, balance and climb. Staff skilfully interact with the children, to help them sort objects by size and shape as they build a track for the trains to go all around. Staff use small group time, such as circle time to recall the days of the week and to count the number of children present. However there is scope to extend mathematical activities further, particularly for the older children by, allowing them to see and talk about the use of numbers beyond ten.

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

Children's well-being and welfare are effectively promoted. Key persons ensure that detailed information from parents is obtained at the start of any placement and continually reviewed to ensure that this is correct. Children are able to build strong partnerships with their key person, which helps build their emotional well-being and attachment. For example, children seek out their key person when they arrive, for a hug or to tell them about their weekend. Children feel happy and confident as they easily separate from their parents, showing they are well prepared for the next stage in their learning.

Outdoor play is planned into the daily routine as children use the enclosed outside area whenever they choose. Children develop healthy lifestyles and understand the benefits of exercise and play. The children explain to staff they are playing 'moms and dads' using the snuggle den to sit and rest before they go off to the shops with the babies. Staff show high levels of sensitivity to children's moods and feelings, and act promptly to help them feel safe and secure within the nursery. For example, children use the 'how are you feeling today' poster to attach their name or photo under the appropriate face. This enables children to express their feelings and manage their behaviour in a safe and supportive environment. Children engage in skilfully planned activities to help them learn about the

wider world including a range of different beliefs and traditions. Consequently, children develop respectful and tolerant attitudes. Posters and signs displayed around the nursery embrace the different languages of the children who attend. Staff set clear boundaries for children's behaviour as they use age appropriate language and show consistent boundaries. For example, board games and other adult-led activities ensure that children begin to know and understand about turn taking and sharing resources while treating resources with respect. Staff talk to the children about the importance of tidy-up time and clearing an area before playing with something else. This helps support children's understanding of learning about their own safety.

Meals and snacks are healthy, balanced and nutritious. Children take turns in helping to prepare food for snack time. They peel and separate the oranges and place these into the bowls as their self-care skills are routinely supported. Children are able to serve themselves and pour their own drink of water or milk as they develop their independence skills. Children's healthy lifestyles are promoted and their dietary needs are met effectively by staff. They are given the option of taking up school dinners, which are cooked on the site each day. Staff are vigilant in their management of any special dietary needs and alternatives are offered to the children to ensure their well-being.

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

Safeguarding procedures are robust and all staff have a comprehensive understanding of how to protect children from harm and neglect. All staff attend child protection training to ensure that children are fully safeguarded. The designated lead for safeguarding has a clear understanding of the role, and all staff are well informed of what to do should they have concerns about a child. Risk assessments are in place and are effectively used to identify and minimise hazards to children, both on and off the premises. For example, children are involved in regular fire drills, independently and jointly with the school on the site to further ensure their safety. Robust recruitment and selection procedures are in place and all staff undergo the required procedures to ensure their suitability to work with children. This includes a Disclosure and Barring Service check for each adult working on the premises.

Performance management is undertaken on a regular basis and the registered person takes on the role to support the induction of new staff. Professional development is actively encouraged and all staff attend a wide variety of training courses to enhance their knowledge and practice. As a result, staff are well informed to promote children's welfare and safety. Accurate identification of priorities through self-evaluation and reflective practice promote systematic improvement of the quality of the nursery. This ensures children's safety and well-being is given good consideration. The manager is a good role model. She closely monitors staff performance and the effectiveness of teaching and learning. As a result, staff develop new ideas to ensure that information about children's progress and development is precise and meaningful. Consequently, monitoring identifies any groups of children who may need additional support and children's next steps are clearly identified and acted upon. As a result, all children benefit from the broad and

varied educational programmes.

The nursery works closely with other providers and a wide range of professionals, who work together to support children and their families very effectively. Parents are well supported to be involved in their child's learning. For example, they are provided with information in a variety of ways, including on the internet, through letters and on the parents' noticeboard. Parents speak positively about the nursery, the progress their children make and the value they put on the close working relationship with staff. Positive partnerships with other professional partners, such as, schools, speech and language therapists and specialist advisors ensure children receive optimum levels of support at all times.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY466454
Local authority	Shropshire
Inspection number	934316
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	53
Name of provider	Michelle Hurdley & Lyndsey Paddock Partnership
Date of previous inspection	not applicable
Telephone number	07968 173 974

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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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