

Skools Out & Skools Inn

Inspection report for early years provision

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Inspector Ferroza Saiyed

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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

Skools Out & Skools Inn is a privately owned nursery. It was registered in 2011 and operates from a two-storey detached property in Fleetwood, Lancashire. The setting serves the local area. Children have access to open plan space on the ground floor with an additional room to the rear of the property for quiet activities and meal times. Children have access to an enclosed outdoor area. The first floor is used for school aged children. Toilet and hand washing facilities are also located on this floor which is accessed via the stairs.

The setting operates Monday to Friday from 7.30am to 6pm in term times only. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 30 children in the early years age range may attend the setting at any one time. The setting also offers care to children over eight years. There are currently 77 children on roll in the early years age group.

The setting employs seven members of childcare staff including the manager. All staff have appropriate childcare training and qualifications. Advice, support and training is gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy within the vibrant and very well-organised setting, where their uniqueness is recognised and inclusive practice is ensured. Children have a variety of planned and child-initiated opportunities for them to progress in their learning and development. Children's welfare is positively promoted, with effective procedures in place to safeguard them. Partnerships with parents are sufficient, although parents are not fully included in the learning and development of their child. Reflective practice identifies an understanding of the areas for development. Enthusiasm from the staff team in embracing change means even better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to gather children's starting points to aid their learning and offer support for extending children's learning in the home
- provide large climbing apparatus to promote children's physical development
- develop the systems for self-evaluation in order to help promote continuous improvement for the provision and the outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff are dedicated in their role and are aware of their responsibilities to safeguard children in their care. They have an extremely good understanding of the safeguarding procedures, and know how to implement them effectively to protect children. A wide range of policies and procedures are clearly understood by the staff, for example, recording of accidents and medication administered. Consents are obtained for children's emergency medical treatment, to further safeguard them. Comprehensive risk assessments are in place and a daily check is carried out of all the areas to be accessed. Risk assessments for each type of outing are also completed. Opportunities for children to learn about fire safety are provided. Staff help children to raise their awareness of keeping themselves safe. For example, staff ask children not to walk around with the recorder in their mouth, because they could injure themselves. They explain how to use scissors safely. Effective steps are taken to promote children's good health and well-being to prevent the spread of infection and to care for children when they are ill. This also helps to effectively safeguard children.

There are very good procedures in place for the selection and recruitment of staff. Induction and ongoing appraisal procedures ensure children are cared for by suitable adults. Staff work well together and show a commitment to personal development through training; this further helps to promote positive outcomes for children. Staff have begun to evaluate the provision, but the systems do not accurately identify which issues have the most impact on improving outcomes. They organise the setting well so that children are able to move freely around all areas, depending on the activities they are involved in. The wide range of quality toys and resources are stored at the children's level. This gives them independent access and choice in their play and learning. These include resources that reflect positive images of diversity, which encourage children to respect each other's similarities and differences.

Parents are extremely complimentary about the operation of the setting. They express a high regard for the staff, the welcoming and secure environment and the dedicated service provided. However, the systems to find out about children's starting points in relation to their learning and development from parents are not obtained. Although parents are involved in the setting, they do not contribute effectively to their children's development and learning. One of the setting's strengths is working in partnership with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for children.

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

Children come into the setting happily, wanting to know where their friends are. Any child who is unsettled receives comfort from caring staff until they are ready to join in, showing the effectiveness of the key person system. Children make good

progress because staff are knowledgeable and skilled in promoting all areas of learning. They have introduced ways to provide a wealth of experiences through continuous provision. Planning is flexible and based on children's individual interests, allowing them a good range of indoor and outdoor activities. The recording system for children's learning journeys are developed to track their progress effectively. Their achievements are documented in individual files, which include examples of their work. Children enjoy each other's company, especially listening attentively to stories. They show confidence in speaking during circle time and talk about things that matter to them. Staff support their learning when required, significantly contributing to promoting their confidence and self-esteem. Some activities are linked closely to children's specific learning and development needs. For example, listening and predicting what is going to happen in the story. Children make loud and soft noises, using rice and pasta in containers. The activity is developed when they go outdoors to listen to a variety of sounds. Children take great pleasure from listening to the birds singing and hearing an aeroplane in the sky. This fosters sustained attentive listening and responding to what they hear with relevant comments and questions.

Early mathematical and writing skills are promoted extremely well for instance, by measuring the ingredients to bake cakes and counting blocks to make a tower. Children confidently practise their writing skills as they access mark making to write their own name on their artwork. The learning environment is stimulating and vibrant with displays of children's work, reflecting the wonderful range of opportunities within the setting. Children thoroughly enjoy using their imagination through role play as they pretend to make 'tea and toast' for their peers. They have a wide range of craft resources and enjoy making 'Olympic torches' and foot print displays for the wall. They satisfy their curiosity through first-hand experiences and are astonished when making ice cubes; watching as they melt. There are a good range of resources, pictures and books which reflect positive images of diversity. Children enjoy activities from around the world, such as making 'Carp kites' and 'Russian dolls', as they celebrate Russian day. This is extremely effective in helping them to learn to respect others. Children develop many skills contributing to their future economic well-being. They are eager to use programmable toys, becoming increasingly confident in using interactive resources.

Children relish outdoor play and enjoy practising their skills. Most are competent in control of their bikes; stopping, starting and changing direction. However, there are insufficient opportunities for preschool children to access large apparatus to develop their large muscle groups. Children's knowledge about personal safety is encouraged with gentle reminders. They practise fine motor skills using small tools with confidence and skill, increasing their hand-eye coordination. Children enjoy healthy snacks and have a good understanding of healthy eating. They inform visitors that 'carrots can help you see in the dark' and 'milk makes you strong'. Children learn about good etiquette and social manners at meal times, being encouraged to say 'please' and 'thank you'. They learn to share and take turns during their play. Good behaviour is actively encouraged through positive role modelling. Staff are enthusiastic when children succeed, saying 'well done', and 'that's excellent'. This enables children to develop self-esteem and feelings of self-worth.

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	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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

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