

Robertsbridge Children's Services

Inspection report for early years provision

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Inspector

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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

Robertsbridge Children's Services registered at the present site in 2007. It is run by a board of Trustees and operates from premises within the grounds of Robertsbridge Youth Club, adjacent to Salehurst Primary School. Children have access to enclosed outdoor play areas. The group is open each weekday from 8am to 5.30pm, for 51 weeks of year, closing over the Christmas holidays. It serves families in the village of Robertsbridge and the surrounding area. There are close links with the local primary school.

The group is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children aged from birth to under eight years may attend at any one time, of these all may be in the early years age range with only six aged under two years. There are currently 76 children on roll, some in part-time places. All of these are in the early years age range. The group provides funded free early education for three- and four-year-olds.

The group supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 21 members of staff, 11 of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The manager has a level 4 qualification in Early Years Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the nurturing, safe and very stimulating environment where there is a highly effective partnership between the staff, parents and others. The exceptional focus placed on promoting equality and diversity ensures that children develop extremely good self-esteem and are highly valued as individuals. Children make excellent progress in all areas of their development because of the high level of care and attention given to identifying their individual learning needs. Overall, the highly reflective evaluation processes include parents, staff and children demonstrating an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening systems to fully enable children to reflect on their own

learning and contribute to the group's self-evaluation process.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among the staff. They are very confident in the processes to follow should they have child protection concerns. As a result, the group deals with these matters effectively. The group's extensive recruitment and vetting procedures, including the successful induction of new staff effectively helps safeguard children. The extremely thorough risk assessments and daily checks support the staff in enabling children to explore their environment, both indoors and outside. The manager is exceptionally successful in inspiring the staff team to sustain their outstanding practice. Morale is very high with a staff team extremely engaged in the highly reflective self-evaluation process. The group continually seeks and acts upon parents' feedback. The staff take the views of children very seriously, although they are not always fully engaged in reflecting on their own learning or the formal evaluation process. Regular training opportunities, annual appraisals and general support ensure that the staff group maintain their exceptionally high standards. The staff team have great drive to embed improvements across all areas of practice.

The group actively promotes equality and diversity. The staff are highly effective in ensuring that all children are well integrated and that all children's ongoing development is excellent. Careful monitoring of children's progress means the group are highly successful in taking steps to close any identified gaps in children's achievements. Key staff have an exceptional knowledge of each child's background and needs, gained from observations and discussions with parents and others. Using excellent resources and activities, the staff effectively help children to learn about and understand the society in which they live. For example, books and written numbers reflect the range of languages at the nursery. Furniture, equipment and resources across the group are of exceptional quality. Children gain considerably from being able to investigate and explore different materials and textures, both indoors and outside. The highly effective deployment of staff means they supervise children well, whilst enabling them to make their own decisions about their play.

The group is highly committed to working in partnership with others and takes a proactive role in establishing very effective working relationships. The exceptional communication with other providers, where they share care, enables them all to fully explore individual children's needs. This promotes excellent continuity in children's learning and development. It is evident from discussions and past questionnaire responses that there is a highly positive relationship with parents and carers. They can be heavily involved in decision-making on key matters affecting the group. They can join the parent forum or make suggestions through the comments box. There is a wealth of information available to borrow, such as about healthy eating, the Early Years Foundation Stage Framework, reading together or ideas for play. Parents are extremely well informed about all aspects of their child's achievements, well-being and development. The staff consistently welcome contributions from parents about children's achievements at home and

provide motivational ideas for home learning.

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

Children benefit from the highly stimulating and welcoming environment with its excellent range of resources. Assessment throughout the group, using high quality observations is rigorous. The staff very effectively use the information gained to identify next steps and guide planning. They recognise children's individual ways of learning and enhance experiences to promote learning. For example, for a child who enjoys things that go round, a large mirror is positioned so they can watch themselves manoeuvre the ride-on car wheels. Another child loves playing with the curtain strips outside and there are plans to develop this interest with long ribbons. The outdoor areas are used extremely well throughout the day, with children making a choice of indoor or outdoor play. The outside environment and resources are excellently organised. Children are quietly occupied, looking at books and 'writing' or fully active, using the ride-on toys or digging in the garden. Children have immense fun as they help care for the growing plants or look for mini-beasts. Some two-year-olds carefully fetch water from the rainwater butt. They use this for the plants but also in the digging area to make a muddy patch to play in.

Children play a fully active role in their learning, offering their ideas and respond to challenges with great enthusiasm. For example, a child asks a member of staff to help her build a bridge to re-enact an earlier story. This activity develops into children gaining coordination skills and balance as they walk across the bridge. Throughout the group, babies and children show high levels of independence, curiosity and imagination. Very young toddlers concentrate intently as a member of staff shares a book about people with differences with them. They all enjoy looking at the mirror page and seeing themselves. They excitedly take a toy from the song bag, showing great pleasure as they 'join' in with the familiar songs. Children are extremely competent in their numeracy skills. They eagerly use resources such as number cards to demonstrate their knowledge. The older children count throughout the day, sometimes in French. They work or play extremely well whether on their own or with others. Children's development in using information and communication technology is exceptionally good. Babies use toys that show cause and effect. The older children use digital cameras and computers or operate remote control toys. Overall, children demonstrate outstanding progress in developing the skills that will help them in the future.

All children, including babies, show a significantly strong sense of security and belonging. They are exceptionally confident, settle well and develop excellent relationships at with adults and other children. All children are unquestionably valued and engage in a wide range of activities and experiences, which help them to value diversity. Their behaviour is exemplary and children show an excellent awareness of responsibility within the group. They safely use a range of tools and equipment. They show a mature response to taking responsibility about their own and others' safety. For example, a child explains to an adult the safest way to use

a hammer and nails. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children show a superb understanding of the importance of following good personal hygiene routines. For example, they talk about the need to wash hands to get rid of the germs that make you poorly and 'you don't want germs on your food'.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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