

Rook's Nest Early Birds

Inspection report for early years provision

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Inspector Lindsay Dobson

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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).

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

Rook's Nest Early Birds provides care before and after school as well as in school holidays from Rooks Nest Academy, situated in Outwood, near Wakefield. It was registered in November 2006 and a voluntary committee made up of staff, parents and school governors run the provision. The provision operates from the main school classrooms, the portable classroom and the school hall. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 60 children at any one time. At present there are 170 children on roll, of whom 16 are in the early years age range. The setting is open each weekday from 7.45am to 8.45am and from 3.15pm to 6pm during term time and 07.45 to 18.00 during school holidays.

The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are fifteen staff employed to work with the children at different sessions including the manager. The majority of staff hold recognised playwork and early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy the exceptional range of exciting activities and they are extremely happy, confident and well cared for at the very welcoming and inclusive setting. They enjoy spending their time with the enthusiastic staff who skilfully plan and provide an array of activities to enhance children's progress towards the early learning goals. Excellent partnership working with parents and the school ensures that children's welfare, learning and development needs are met in a consistent way across their home, school and the setting. The dedicated staff team are highly committed to improving their practice. They monitor the success of activities well and ensure that children and parents are actively involved in shaping their future success.

What steps need to be taken to improve provision further?

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

- developing further the outdoor curriculum, where possible linking the indoor and outdoor environments.

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the management and staff at the setting. Children are kept safe and secure due to the vigilance of the staff and the robust risk assessments and daily checks in place. All staff have a thorough knowledge of child protection issues and the steps to follow if they have any concerns. Training on safeguarding is continually renewed for all staff. A comprehensive fire evacuation plan is in place for all areas of the school and all staff have fully enhanced Criminal Record Bureau checks and reference numbers are kept on file by the setting's manager. Comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude, both to protecting children and helping them understand how to keep themselves safe. An inclusive environment is promoted in which all children feel valued and included. Staff have an exceptional knowledge and understanding of how to meet children's needs and there is a wide range of attractive resources that are easily accessible, including a significant range which reflect diversity. The staff liaise closely with parents and the school from the start of children's placements through clear settling-in procedures and by obtaining information about the children's likes, dislikes and interests. A noticeboard is used to display useful information, such as planning and the weekly menu. A detailed and recently updated prospectus gives parents a clear understanding of the running of the setting and the policies and procedures used to support children.

Parents and children are constantly consulted for new ideas and suggestions. There are involved in the management committee and children have their own forum, enabling them to be involved in planning and evaluation of the setting. All feedback is efficiently used to improve the provision for children. The manager takes responsibility for completing the very thorough annual appraisal document. Partnerships with both parents and other agencies are extremely strong and a key strength of the setting. These steps contribute to great continuity of care for all children. Plenty of free choice, warm staff and activities that are adapted for all individuals, encourage children to have a voice and give them access to take part in all activities on offer. Ongoing suitability of staff is monitored through an effective supervision system which identifies individual training and development needs. The result is a staff team who effectively support and include all children.

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

Children are extremely well supported by staff who are very skilled at encouraging them to extend their experiences and engage them well during their play. Children are free to choose from a wide range of resources which are provided, and independently access what is on offer. They confidently request specific resources that they wish to play with. Activities engage children's interests and offer them important social recreation time after the school day and during school holidays. Although, the outdoor play area is not currently as rich in learning opportunities as the indoor environment. Children thoroughly enjoy their time at this setting and

are very happy and settled. They are provided with lots of opportunities to help them make excellent progress across all areas of learning and development.

Observations are effectively used and have next steps clearly outlined enabling staff to successfully progress the children further with their development. Each child has a special play journey which records their achievements and shares photographic evidence of them enjoying the varied activities they choose to engage in. Children in the early years foundation stage also have developmental trackers to assist in monitoring their progress. Children's experiences at the setting are enhanced as the staff dedicate their time to supporting children's play and inspiring their learning. As a result, children form very trusting relationships with them and often invite them to join in with their play. Staff use their understanding of the children and how they learn to turn all exciting activities into learning opportunities, for example, as children make pizza. Staff enable the children to knead and stretch the pizza dough and they complete experiments with the yeast so they begin to understand more detailed processes. To encourage the fun element, children use a Christmas tree mould to form the shape of their pizza. They cut up the toppings, such as mushrooms, ham, tomatoes and pepperoni, and are reminded to use the knives carefully as they slice up the foods, therefore, supporting children in learning about how to keep themselves safe. Children enjoy making patterns on their pizza, for example, using the red tomatoes as the baubles.

Children engage in rich conversations with each other, staff and visitors as they describe the pictures they have drawn. Their interest in mark making is extended further as they use chalks to draw on the ground outside. The environment is extremely bright, colourful and stimulating. Children are able to spread out freely as they sing, dance and play musical instruments and they also have cosy spaces to relax. The richly resourced role-play area is extremely well used by the younger children. They play together, following the same theme. For example, they play with dolls and take them for walks in the push chairs and for rides in the imaginary care they have set up with the chairs. There are many resources that inspire children to explore the uses of everyday technology, with a particular favourite being the use of the school Information Technology suite and the computers. Children's physical development is given a high priority. They ride wheeled vehicles, enjoy running and jumping and show their developing skills as they move around the safe and enclosed outdoor area. Detailed attention to their health is evident in the care that adults take to teach them the benefits of healthy diet and exercise. For example, varied and nutritious meals are supported by healthy snacks and light meals provided by the school cook. Children demonstrate a very good awareness of their own safety enhanced by staff who enable them to be involved in risk assessing new hazards that arise and they begin to take responsibility for their actions. Children's behaviour throughout the setting is very good. All children receive very good levels of praise and encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

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