

# Spitfires Nursery

Inspection report for early years provision

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**Unique reference number** EY443815  
**Inspection date** 21/08/2012  
**Inspector** Moira Oliver

**Setting address** Ravenswood Children's Centre, 103 Hening Avenue,  
IPSWICH, IP3 9QJ  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Spitfires Nursery is owned by Alpha Nurseries Ltd. It is situated in the Children's Centre on the Ravenswood Estate in Ipswich and serves the local area. There is an enclosed outdoor play area. The nursery is open from 7.30am until 6pm all year round, except for bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children may attend at any one time, all of whom may be in the early years age range. There are currently 81 children on roll, 79 of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 24 members of staff. All of whom are trained to at least National Vocational Qualification Level 2 and there is an apprentice who is working towards her level 2. There are two staff who hold Early Years degrees. The manager, the nursery director and area manager all have Early Years Professional Status. The deputy manager and another senior member of staff are both working towards Early Years degrees. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and settle with ease in the welcoming, inviting and inspiring setting. Systems for observation and planning are developing to ensure children, generally, make good progress in their learning and development. Close partnership working ensures that the needs of all children are met, they are healthy and feel safe and secure. Managers and staff are highly motivated and share a clear vision. They value the process of self-evaluation, demonstrating a very good capacity for securing continuous improvement.

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

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

- develop further a systematic and consistent approach to using observations in order to plan the next steps in children's developmental progress
- develop further the outdoor area to provide a rich, stimulating and challenging outdoor space for children to explore.

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

Children are safeguarded by staff who show a good understanding of effective working practices that they consistently implement. Clear and concise policies and procedures support their practice and are reviewed regularly. Robust recruitment and induction procedures ensure that all staff are suitable and they understand all policies. Thorough risk assessments take place and the premises are safe and secure ensuring that children cannot leave unattended and unauthorised persons cannot gain access.

The manager and deputy are dedicated to their roles and successful in inspiring staff, which is evident through the high staff morale and commitment to ongoing improvements. They share a clear vision for quality and work together as a team where all staff members are valued and encouraged. For example, staff take pride in their rooms as they are involved in developing the resources, layout and equipment. Training is supported and encouraged and staff supervision and appraisals are regular, ensuring staff can develop to their full potential. Effective systems are in place to monitor and evaluate the provision and staff, parents and the children are all involved.

The key person system works well allowing staff to get to know the children and families. They make regular observations on the children which they use to feed into the planning, ensuring it is responsive to children's needs and interests. However, planning does not always make clear what the learning intention of the activities are. Observations are not consistently assessed to include the next step in children's development, consequently, the impact on outcomes for children are not always clear.

The nursery promotes equality and diversity and inclusion threads through their practice. They value and celebrate difference, supporting the children to learn about their own and other cultures. Resources, such as books, posters, pictures, dolls and play food promote discussions and increase children's awareness and understanding. The indoor environments are stimulating, bright and print rich. Vibrant saris make beautiful drapes and coverings to make areas attractive and stimulating, as well as cosy and homely for daytime sleeping. The nursery has a range of resources for outdoor play that are set up daily. However, the outdoor area is not as inviting or as rich as the indoor and the plain railings that surround it are very open to passers-by in the community.

The setting values the important role that parents play in their child's progress and are actively encouraged to contribute to their child's developmental records. The high turnout for the last parent's evening demonstrates the parent's commitment and interest in working together with the staff. They speak highly of the nursery and comments collated from parental questionnaires are mostly positive. The staff build strong links with the local schools to help children with transitions and work closely with the local authority and other agencies involved with the children.

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

Children have fun, they are confident, happy and settle well in the stimulating learning environment. They build close relationships with the staff and strong friendships develop amongst the children. Staff support their choices and are very much involved in the children's play. For example, they allow the older children to paint their arms and faces with face paint and join in with games. Children in the pre-school room can access the outdoor area freely. All resources and equipment are stored at low level and children access them with ease. Babies confidently use all areas well and make good use of all the resources as they self-select. Children are encouraged to be independent as they feed and serve themselves at lunch times. They cut up their own slice of melon at snack and pour their own drinks.

Children play in a print rich environment and have many opportunities to mark make in paint, sand, on easels and on paper. They share some good quality books with the staff or their peers and enjoy getting involved in story times. Older children recognise words as they take part in self-registration and put cards on the date and weather board. They chat freely to each other and the staff and babies are encouraged to play with sounds as they begin to communicate. All children are taught Makaton signing and often use it at snack time and when singing. Staff build on children's understanding of numbers through simple counting and sorting activities and they use mathematical language to encourage children to compare height, shape and positioning. Children are becoming familiar with technology as they use a laptop as reference to find out about helicopters and aeroplanes. Older children enjoy using game consoles and watch each other play, offering comments to help.

Children learn about their local community and take part in outings and charity fund raising events. They have opportunities to meet with people, such as police and fire officers and visits are recorded and photographs displayed to promote future conversations. Children are creative and enjoy a range of painting and sticking activities. Babies delight in making patterns on the table with paints and feeling it as it dries on their hands and bodies. They role play in the play kitchen, toddling around with play food saying 'yummy, yummy.' Older children enjoy a wide range of activities as the role play area changes from a home corner to a hair dresser, a shop and other places that interest the children.

The setting promotes children's welfare well. Robust procedures are in place to ensure that children are kept safe and healthy. Food preparation is of a high standard and menus are balanced and nutritious. Allergies and food preferences are respected and all staff are aware. Children understand the importance of fresh air and exercise and have daily opportunities to play outdoors. They enjoy balancing, climbing, crawling, jumping, scooting and peddling. Babies have a range of furniture and toys to pull themselves up and walk around. They are extremely content and settled as their individual needs are met to a high standard. They eat, sleep and play according to their home routines which are discussed with parents when they start and evolve as they develop. They independently lay down on the low level beds when they are tired and join the group again when they wake.

Children learn to keep themselves safe as they join in with regular fire drills and practise road safety when out. They are reminded to wear hats and sun cream when playing outside and robust routines are in place to promote good personal hygiene. Children are taught to treat each other with respect and kindness. Staff are excellent role models and encourage the children to take responsibility and solve their own problems. They are calm and consistent in their approach and support the children by using age-appropriate explanations to increase their understanding, helping them to learn right from wrong.

## 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

<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

<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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### Outcomes for children in the Early Years Foundation Stage

<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