



# **Littler Grange Children's Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY315738
<b>Inspection date</b>	02 March 2006
<b>Inspector</b>	Janice Linsdell

<b>Setting Address</b>	Littler Lane, Winsford, Cheshire, CW7 2NE
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<b>Telephone number</b>	01606 559095
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**E-mail**

<b>Registered person</b>	Littler Grange Day Nursery Ltd
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Littler Grange Day Nursery has been open under the current ownership since April 1999 and re-registered as a limited company in September 2005. It operates from a converted building located in Winsford, Cheshire. Children are cared for within six rooms located on two floors. There are three outdoor play areas available for the children's use. The nursery opens each weekday, from 08.00 until 18.00 for 52 weeks of the year. It serves children from the local area and a maximum of 54

children may attend at any one time.

There are currently 69 children aged from birth to under 5 years on roll, of whom 19 receive funding for nursery education. The nursery currently supports a small number of children who speak English as an additional language.

The nursery employs 15 staff including the manager, of whom 12 hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Generally good hygiene practices are implemented throughout the nursery to promote children's health. Staff pay attention to cleanliness, for example, during nappy changing procedures and they disinfect table and chairs after lunch. Additional support staff are also employed to keep the premises clean and tidy. This ensures that children are cared for in a healthy environment.

Children's oral health is actively promoted. The nursery participates in the oral health promotion scheme and children are encouraged to brush their teeth after meals, which helps them to learn about good dental care. Staff help children to understand the importance of hand washing routines through discussion and also by good example, but some staff forget to remind older children to wash their hands before mid-morning snack, and wipes are not always available so that children can clean their hands and faces after eating.

Good hygiene procedures are followed when preparing and serving food and several staff members hold certificates in basic food hygiene. Children have regular access to drinks, as they help themselves to individual bottles of water, which are clearly labelled with their photograph or name. Meal times are social occasions, where children engage in pleasant conversation as they enjoy their food. Menu's offer a range of mainly home-cooked foods, which are prepared on the premises by a qualified cook. However, some meals include processed foods and sweet deserts, which restrict children's opportunities to consume more healthy options.

Children enjoy fresh air and exercise on a daily basis. They can access the spacious and well equipped outdoor play areas in all weather conditions, because staff ensure they wear suitable outdoor clothing to protect them from the cold. Children have fun as they run, climb and balance using a variety of small and large equipment, which helps to promote their physical health and coordination skills. Younger children can rest and sleep according to their individual needs and staff closely monitor sleeping children, to ensure their health and safety.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff give priority to the safety needs of children and make sure the environment is welcoming, child-centred and safe. Regular safety checks are carried out on the building, and the operation of CCTV further enhances children's safety and security. Staff make good use of the available space, so that children are provided with a range of learning opportunities both indoors and outside. Children access a wide variety of good quality resources, which are checked frequently for safety and hygiene.

Staff are vigilant and supervise children well to ensure their safety on the premises. Children are kept safe because staff follow effective policies and procedures, such as checking the identity of visitors and ensuring outdoor areas are secure before children play outside. Monthly risk assessments are conducted in all rooms to ensure that hazards to children are minimised. Children learn to keep themselves safe because staff help to raise their awareness of dangers through discussion and explanation.

Children's welfare is well safeguarded because some staff have attended training in child protection and outside agencies have attended the nursery to talk to staff about protecting children from harm. This ensures staff are aware of issues and their responsibility in this area. A detailed child protection policy is in place, which is understood by staff and made available to parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery. They are happy in their play, as they laugh and sing when joining in with activities. Staff pay close attention to meeting children's needs and very positive relationships between staff and children are evident. This enables children to feel settled and secure.

Babies and young children are well cared for, and benefit from the good efforts made by staff in using the Birth to three matters framework to promote effective practice. Staff are beginning to plan activities to support children's development, and a variety of informative displays, photographs and assessments show how children are learning and developing, but there are some inconsistencies in the use of documentation to record information.

Children have access to a wide range of good quality resources to support their play, and equipment is shared between rooms to enhance their choice and enjoyment. Staff provide a wide range of activities to challenge and stimulate children. They facilitate interesting play opportunities for children, making good use of indoor and outdoor areas, for example, children enjoy painting large boxes in the garden, which they can later use for imaginative games. Children enjoy listening to stories, joining in with songs and have lots of fun as they play in the snow.

### **Nursery Education**

The quality of teaching and learning is good. Children are effectively challenged and engaged in a variety of interesting and stimulating activities to support and

encourage their learning. This helps them to make good progress towards the early learning goals.

Children are excited and confident as they eagerly involve themselves in the activities on offer. Their behaviour is good and they are sociable and polite. They develop very positive relationships with staff and peers, for example, one child hugs another child and tells the group how she will miss her when she leaves nursery. Children are learning to be independent, as they see to their own personal needs, make choices during free play and enjoy being 'helper' for the day. Children are confident communicators and develop good language skills, as they talk and listen well at circle time and engage in some very interesting conversations at snack time. They enjoy favourite stories and join in well with songs and rhymes. Children are competent when matching sounds and letters, as they recognise letters of the alphabet and suggest words that begin with the letter.

Children are developing an understanding of number. They are able to count confidently, recognise written numbers and know that two items make a pair. They show an understanding of simple addition and subtraction and are keen to join in with counting songs, such as 'five little leaves'. Children develop an awareness of their own environment and the wider world through varied themes and activities. They learn about growing as they plant fruit and herbs in their own area in the garden, and they take part in activities to celebrate cultural festivals. However, opportunities for children to further explore and investigate during spontaneous situations are not built upon, such as finding out what happens to snow when it melts.

Children develop good coordination skills, as they make use of the spacious outdoor areas for different types of physical play. Children competently climb, balance and negotiate themselves around obstacles in the garden. They enjoy weekly dance sessions with an outside organisation, where they can move and dance to music. Children can recognise changes in the body after exercise, for example, as one child comments that he has 'ran out of puff'. Children's creativity and imaginative skills are developing well, as they eagerly participate in various activities such as crafts, free painting, musical instruments and using role play areas.

Staff working with funded children are qualified in childcare and education and attend regular additional training around the Foundation Stage to support them in their role. They plan well for children's learning and provide a broad range of activities, which are fun, purposeful and challenging for children, although planned quiet times are not always used effectively. Staff communicate very well with children, giving clear and suitable responses to their questions, and make good use of questioning skills to develop and extend children's learning. Regular observations and assessments are carried out to monitor children's progress, and any areas where children may need additional support are identified and acted upon.

## **Helping children make a positive contribution**

The provision is good.

All children are valued and treated with respect. They learn to appreciate their own and other cultures because staff provide a variety of activities, experiences and some

good quality resources to promote positive images of diversity. Children are encouraged to develop an understanding of disability, as they play with resources and have interesting conversations with staff about difference.

Children behave well and show consideration for others. Staff model and encourage good behaviour, which means that children are well mannered and learn about being kind and respectful to others. They use consistent praise and encouragement to help children feel good about themselves. This enables children to express themselves confidently and share their views and feelings. Children learn to be responsible and enjoy being 'helper' for the day. Their spiritual, moral, social and cultural development is fostered.

Overall, partnership with parents and carers is good. Staff develop very positive relationships with parents and openly discuss issues relating to the children's care on a daily basis. Parents are encouraged to be involved in the children's care and education, and their contribution is valued. There are some good systems in place for keeping parents informed, such as detailed notice boards, informative welcome packs and open access to nursery policies. This promotes consistency in the children's care and ensures children are cared for according to parents' wishes. Feedback from parents is very positive, particularly about the staff and their attention to detail. Although parents of funded children are generally well informed, formal arrangements to update them about children's progress in learning are limited.

## **Organisation**

The organisation is good.

The provision is well organised and children are cared for by a committed and enthusiastic staff team. A high ratio of qualified staff work with the children and there are good opportunities for staff to attend ongoing training, which enables them to keep up to date with new childcare initiatives. Efficient and robust recruitment and vetting procedures are in place to ensure the suitability, and continuing suitability of all staff.

Detailed and well organised policies and procedures are available and reviewed regularly, to support good childcare practice. All legally required documentation which contributes to children's health, safety and well-being is in place and generally well maintained, except for daily registers.

The quality of leadership and management is good. Managers work effectively to ensure the provision is monitored, staff are supported, parents are valued and listened to, and good standards in the nursery are maintained. There is a commitment to ongoing staff training and good links with outside agencies have been established to offer additional support and advice when necessary. This has a positive impact on children's care and education.

Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review daily menu's, to enhance opportunities for children to access healthy choices in their diet
- make sure that daily registers are consistently maintained in all rooms.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation and content of quiet times and use spontaneous opportunities effectively to enhance children's learning
- improve arrangements for keeping parents well informed of children's progress in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

