



Little Lords & Ladies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY309012
Inspection date	08 June 2006
Inspector	Rebecca Hadley
Setting Address	Lower Lickhill Road, Stourport-on-Severn, Worcestershire, DY13 8RJ
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Registered person	Tiny Toez Ltd 4886516
Type of inspection	Integrated
Type of care	Full day care

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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Little Lords and Ladies Day Nursery opened in 2005. It operates from 5 rooms in a converted house on the outskirts of Stourport-on-Severn. The nursery is open from 07.30 to 18.00 all year round. The children share access to a secure outdoor play area.

A maximum of 41 children from birth to eight years may attend at any one time. There are currently 72 children on roll. Of these 15 children receive funding for

nursery education. Children attend from local and surrounding areas.

The nursery employs 13 staff, 10 of whom hold appropriate early years qualifications. Two members of staff are currently working towards a childcare qualification.

The nursery is supported by a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's understanding and awareness of good health and hygiene is promoted through well planned daily routines. Children are learning about their personal hygiene and how to keep healthy, by washing hands at appropriate times during the day. Older children are able to explain the reasons for drying their hands correctly, for example "you have to dry your hands or they'll get sore". Children are further protected as they all wear sun cream and hats when going outside. Older children are aware of the importance of this and one child said "You have to wear sun cream or you'll get burnt" another child said "If you get too hot you can sit in the shade" Children are comforted if they become unwell. They are well protected from infection through clear procedures. Children's welfare is promoted as all staff hold a valid first aid certificate, and accident and medication records are correctly filled in.

Regular opportunities are provided for all children to enjoy physical play both inside and in the fresh air, through games, sand and ride along toys such as bikes. Younger children are developing their independence physically and emotionally. Babies are encouraged to climb, crawl, stretch, stand and walk with the aid of resources and staff support. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet those needs independently for example, by learning to dress and undress.

Children learn about healthy eating and can talk about what is good for the body. For example, one child told me "Broccoli and carrots make you big and strong". The children are well nourished because the setting provides children with healthy meals and snacks. For example, menu's are regularly updated to include a variety of health meals and snacks such as, chilli and rice, vegetable sticks, fish pie, spaghetti Bolognese, fruit and yogurts. Menu's are discussed with and displayed for parents to ensure that all dietary requirements are met.

Most children access drinks such as water and juice throughout the day which ensures that they do not become dehydrated. However, although older children are able to select drinks for themselves, children are not reminded to drink regularly throughout the day. In the pre-school room, the organisation of mealtimes did not ensure that children were served with hot food, and children's independence is not encouraged as they do not serve themselves or pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as a result of the adult's good awareness of health and safety and the wide range of supporting policies and procedures. High priority is given to reducing the risk of accident or injury. Good attention is given to all aspects of safety inside and outside the setting and children learn the importance of keeping themselves safe through planned and unplanned learning activities such as crossing the road safely when on outings. They are well protected through in-depth evacuation and fire safety procedures which are regularly practised and recorded. Sleeping babies are well protected through baby monitors and sleep check lists which are filed in every ten minutes. They are further protected as all areas display procedures to be followed. Good organisation of space ensures that children can choose independently from activities, and move around freely and safely.

Children are cared for in premises that are welcoming and child centred. Staff welcome children individually as they arrive and spend time talking to them. Displays are bright and at child height and children's work and photographs are displayed. All areas are brightly decorated and clean which creates a welcoming environment for the children. Children are kept safe as the premises are secure and there is a safe procedure for the collection of children. Close circuit television cameras are situated outside so that any person on the grounds is monitored.

There are clear and thorough child protection policies and procedures in place. Most staff understand known indicators of abuse but not all staff are aware of the procedures they should follow in the event of a concern about a child in their care. Therefore, children's welfare is not always promoted and safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the good knowledge of child development held by the staff who take time to find out what interests each child and what they can do. Staff build on this information to plan and provide a variety of activities and opportunities to help the children progress in all areas of development and learning. Positive interactions can be seen between children and adults and children actively seek out staff to help them and join in their games. For example, children in the pre-school room invited staff to help them construct and a younger child who was feeling tired went to a member of staff for a hug.

Babies and young children benefit from staffs implementation of the 'Birth to three matters' framework. Children are beginning to develop independence and are interested and involved as they choose from a wide range of activities. Children have first hand experiences to develop curiosity as learners because staff encourage them to take part in new activities such as pulling curly ribbons, banging saucepans with wooden spoons and investigating shaving foam. Babies expressed delight and wonder, laughing, shouting and squealing with glee as they were tickled with a pine

cone.

Children are developing self-esteem through seeing their work and photographs displayed. They are gaining continuity between home and nursery environments and each child has a family book which contains pictures of people and objects that they are familiar and comfortable with. Lillie the teddy bear goes on visits home and the children and parents write about what adventures she has had.

Nursery education.

The quality of teaching and learning is satisfactory. Staff are using their newly developed knowledge and understanding of the early learning goals to help children progress in all areas. Activities are planned to provide a broad and balanced range of activities across the six areas of learning, enabling them to make progress through the stepping stones. Some evaluation and assessment is taking place and this is beginning to be used to inform planning, and to help children progress at a pace appropriate to their individual learning needs.

Children have a positive attitude to learning. They are interested, and motivated to learn and try activities, often jumping up and down with excitement. They are becoming aware of their own needs and are forming good relationships with both adults and their peers. Children are becoming independent in all areas although they do not access the toileting facilities alone.

Children enjoy listening to stories and join in their favourite ones with excitement and vigour. They know that the person who writes the book is called the author and that the person who draws the pictures is an illustrator. However, the organisation of the book corner does not always encourage children to look at books independently. They link sounds and letters and some are able to recognise the sound their name begins with. Younger children are beginning to make marks when using the mark making table and chalking activity. Older children are beginning to form recognisable letters and some can write their name. The children use speech to organise and explore real and imagined experiences, ideas and feelings and are able to tell each other what they have done during the morning. However, the organisation of this session does not allow all children to fully participate and some become bored. Children are developing number and problem solving skills through a variety of activities which enables them to use numbers spontaneously in their play. However, these activities are not always extended to fully develop children's learning. They are able to name a variety of shapes including diamond and rectangle and compare differences such as big and little.

Children enjoy exploring and investigating new and familiar objects such as making play dough, looking at bubbles in the water and noting the differences between wet and dry sand. One child said "we can't put play dough in the water 'cus it'll go gooey" The children know about the uses of everyday technology and use Information Communication Technology and programmable toys such as tills in the shop, calculators, and a computer to support their learning. They easily recognise and name familiar objects from their environment. They can move like animals that live in water and name a variety animals and copy the noises they make. Their knowledge is extended through topics such as mini beasts, trips to the local post office, and

growing seeds.

Children move confidently with control and co-ordination in a variety of ways including jumping, crawling and hopping. They move imaginatively and safely, with control and co-ordination under, over and through balancing and climbing equipment and obstacle courses. They are developing an awareness of space and are able to stop when asked. The children recognise the importance of staying healthy, for example, wearing sun cream when it's hot, and recognise the changes that happen to their bodies when they are active. They use their imagination in a variety of ways, for example one child put some play dough on her nose and said "I'm a camel". They enjoy the role play area which is often transformed into different scenarios such as a shop and a travel agents, however, they do not have daily access to dressing up clothes to further develop their imagination.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are highly valued and respected as individuals. Children enjoy a good range of resources and activities which promote their understanding of the wider world. Children's individual needs are identified and met well. Children with special or additional needs are well supported. Strategies are in place to identify and support children with specific needs. The children's spiritual, moral, social and cultural development is fostered.

The children behave well as they understand clear and consistent guidelines and expectations of behaviour. They play harmoniously together and are learning to share and to take responsibility for their own behaviour. Staff are good role models and promote children's confidence and self-esteem through positive praise and encouragement.

The partnership with parents and carers is good. Parents speak highly about the quality of the provision, and the enthusiasm and commitment of the staff. Parents are actively encouraged to share their views through the setting's questionnaires. They receive information about their children's progress both through daily conversations with staff, a daily diary and parents evenings. They are provided with clear information about the setting in a clear and comprehensive prospectus. The nursery provides good information to parents about the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework. There are also notice boards and displays which highlight activities and themes to keep parents fully informed. The partnership with parents ensures continuity between home and nursery, so that children settle well.

Organisation

The organisation is good.

The nursery offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by effective organisation and resources to

support and extend their development and learning. Staff are well qualified and effectively deployed to ensure that children receive a high level of care and attention.

Comprehensive, detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is a detailed operational plan in place to ensure the smooth running of the setting.

The leadership and management of the setting is good. Effective steps are taken to plan ahead, evaluate and improve the service offered. Recruitment and vetting procedures ensure that staff are suitable and well qualified. Ongoing training for staff supports children's development and learning.

Senior management and staff are enthusiastic and work very well together. They go into all of the rooms on a daily basis, know all of the children and their individual needs and are very supportive and encouraging to staff. They are totally committed to providing a high level of care and education for the children and are constantly looking out and implementing ways to move the setting forward. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the nursery was asked to, improve the accident and incident records by ensuring they are confidentially maintained, improve staffs knowledge, understanding and awareness of child protection to ensure the safety and welfare of children and improve outcomes for children under three by using an approach in line with 'Birth to three matters'. All medication and accident recording is now completed appropriately and no confidential medical information is displayed. Most staff have an awareness of child protection although some staff are still unsure of the correct procedures to follow. All staff working with younger children have attended 'Birth to three' training and this has been implemented throughout the lower part of the nursery.

At the last inspection the quality of the nursery education was found to be inadequate. The nursery was required to: develop an action plan to show how staff will obtain knowledge and understanding of the Curriculum guidance for the foundation stage in order to provide children with a range of activities to cover all areas of learning, ensure that planning is in place which clearly identifies how activities will cover all areas of learning and develop a method of evaluation and assessment to help children move forward at a pace suitable to their individual needs, implement arrangements to provide parents with information on the Curriculum guidance for the foundation stage and ensure parents are given opportunities to support their child's learning and progress, devise and implement a system for managers to monitor and evaluate the quality of teaching and learning in the setting and develop staff awareness of behaviour management and ensure that behaviour does not impact on the participation and enjoyment of children in activities and learning. Staff now have a sound knowledge of the Foundation stage and have used their newly found knowledge to plan and provide activities which cover all areas of learning and are suitable for the needs of the children. Parents are now involved in their children's learning and have been informed about the curriculum through notice

boards and parents evenings. New management systems have been implemented and both the registered provider and senior managers monitor the provision on a daily basis.

Complaints since the last inspection

There has been one complaint made to Ofsted since the last inspection. The complainant raised concerns relating to an allegation that students were being counted within the settings staff:child ratios. The complainant also alleged that students were left unsupervised with children.

These concerns relate to National Standard 1 – Suitable Person; National Standard 2 – Organisation and National Standard 12 – Working in Partnership with Parents and Carers.

In order to investigate the allegations, a Childcare Inspector visited the setting unannounced. During the visit, the inspector interviewed staff, observed the setting and reviewed documentation. During the course of the investigation, it was made clear that the setting in question do not employ students, but apprentices – who can be used as part of staff:child ratios.

As a result of the enquiries made and evidence gathered, all the information has been reviewed by a Childcare Inspector Team Manager, who is satisfied that the National Standards are being met. Ofsted can confirm the Registered Person remains qualified for 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.

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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):

- ensure that all children are encouraged to take regular drinks especially

during hot weather

- organise mealtimes in the pre-school room to ensure that children eat food while it is still hot, and provide children with opportunities to become independent by serving themselves and pouring their own drinks
- improve staffs knowledge, understanding and awareness of child protection to ensure the safety and welfare of children

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):

- continue to develop staff's knowledge, understanding and implementation of the Curriculum guidance for the foundation stage
- organise listening and sharing times to allow all children to fully participate
- provide children with opportunities to regularly access dressing up clothes, and to independently look at books
- continue to develop staff's knowledge and understanding of the Curriculum guidance for the foundation stage to ensure that children continue to make progress in all areas of learning.

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