

Little Me Nursery

Inspection report for early years provision

Unique Reference Number	223236
Inspection date	19 June 2007
Inspector	Sally Elizabeth Lee
Setting Address	Bramley House, 25 Main Street, Foxton, Market Harborough, Leicestershire, LE16 7RB
Telephone number	01858 540042
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Registered person	Little Me Nurseries Limited
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 good.

WHAT SORT OF SETTING IS IT?

Little Me Nursery is a privately owned establishment, which opened in October 2000. It is situated in the rural village of Foxton in Leicestershire and takes children from the local community, surrounding villages and the nearby town of Market Harborough. The accommodation consists of a baby sleep room, a wet/messy/dining room and two playrooms. Facilities also include a kitchen and a toilet and baby changing area. There is a fully enclosed rear garden available for outdoor play.

The nursery opens from 08:00 until 18:00 each day of the week, and operates for 50 weeks each year. There are currently 50 children on roll, of these, 19 children receive funding for early education. The nursery operates a free-flow system where children of all ages mix together at different times of the day. There are currently no children attending with learning difficulties and/or disabilities, nor are there any children who speak English as an additional language.

There is a staff group of seven who work with the children, six of whom hold relevant childcare qualifications and one member of staff is working towards a qualification. The nursery is a member of the National Day Nursery Association and receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The good health of children is promoted because staff take positive steps to prevent the spread of infection. Hygiene procedures within the kitchen are very good and the cook is careful to ensure she follows environmental health guidelines diligently. Children learn about the importance of hand washing before eating, after toileting and after handling the nursery hamster. They clean their teeth after lunch and older children know that they must do this and visit the dentist regularly in order to keep their teeth healthy. The majority of staff within the nursery are first aid trained and there is a clear procedure in place for recording any accidents. This protects children and ensures their parents are kept informed of this aspect of their care. However, parents do not always sign the medication record which has the potential to put children's health at risk.

Children are well nourished by the healthy, nutritious meals which are all prepared and cooked on the premises. Children enjoy a wide variety of foods, including fresh vegetables and fruit daily and staff try to ensure that, where possible, ingredients are grown organically and sourced locally. Children learn well about healthy lifestyles through discussion and projects done within the nursery. They grow their own vegetables in the garden and are keen to inspect them to see how they are progressing. Any special dietary needs are discussed and recorded before care begins and staff are careful to ensure these are met. Children are hydrated because they are able to ask for drinks throughout the day, and they are encouraged to drink after exercise and with meals and snacks.

Children of all ages thoroughly enjoy physical play in the enclosed garden. All children, including babies and toddlers, go out every day, weather permitting. Older children develop their physical skills pushing, pulling and pedalling the wheeled toys. They climb and balance, swing and bounce. They learn important co-ordination skills as they try to catch the balls and throw them into the coloured cups. Young children and babies toddle and crawl around, experiencing the different feel of crawling across the grass and the paving slabs. Inside the nursery, children enjoy dance and moving to music. Babies develop mobility as staff encourage them and praise their efforts.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises that are safe, secure and suitable for their purpose. Children and parents are relaxed in the setting because it is welcoming and attractive. The reception area includes named, low-level coat pegs and space for shoes and boots. There is an information library for parents with books and magazines relating to a range of child care issues. The premises are well maintained and children are helped to feel a sense of belonging by the attractive displays of their work.

Children benefit from the sound range of furniture, equipment and toys provided, which are interesting and inviting and conform to all appropriate safety standards. Staff ensure they are checked regularly for safety and hygiene and are appropriate for the age and stage of the children. They are well-organised to allow children to access them independently. The range of resources for physical play is especially strong.

Children stay safe because the premises are secure and staff are vigilant and ensure they follow safety guidelines carefully. Risk assessments have been carried out but these are not reviewed on a regular basis which does put children at risk of harm. Children learn very well how to keep themselves safe; from the trips outside the setting and topics which cover road safety and 'stranger danger'. Visitors to the setting also enhance their learning in this area, for example, the police and fire service.

Children are further protected because all staff have completed child protection training and are clear about the sound procedures within the nursery. They ensure that the welfare of the child is their first priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are generally happy and settled at the nursery. They enjoy the company of the other children and relate very well to them and to the staff. Staff interact well with all of the children. They get down on the floor and play with the babies, talking and singing to them. They make everyday activities interesting, for example, two very young children were 'helping' to roll out the car mat. This then became a game as they crawled over it and experimented with the movement of the mat as they pushed and pulled the rolled up area. During a singing session with the toddlers, one child requested 'Baa, baa, black sheep'. Staff and babies sang the song and then they all clapped. The children showed great enjoyment and the child who had suggested the song was very pleased with himself. This type of interaction helps children to develop self-confidence and raises their self-esteem.

Young children and babies enjoy their time outdoors. Sitting in pushchairs watching the other children, being carried around by staff and being shown the trees and plants the children have grown, or just toddling and crawling, experimenting with the different textures available to them in the outdoor area. Care tasks are performed sensitively, for example, staff talk to and play with the children while they change their nappies.

Nursery Education

The quality of teaching and learning is good. Children are happy, active learners. They come into the setting eager to play and take part in the activities prepared for them. They are confident to contribute at group times but will sit and listen quietly when appropriate. They are developing good concentration skills during the activities. They have made good relationships with the other children and show care and concern for the younger children, telling them about the activities they have been involved in during the morning. They are developing self care skills and are encouraged to tidy away after themselves, understanding that they have to do this carefully so that the toys and resources are not broken.

Children enjoy books and stories and eagerly ask for their favourite stories to be read. They will 'read' books to other children and adults with confidence and re-tell stories accurately. They use books for pleasure as well as information, learning that print can be used for a variety of purposes. Children make marks with a range of different media and are learning to recognise and write their names. They have good language skills and their vocabulary is extended by staff during daily activities and routines.

Children have daily opportunities to solve problems in their play. For example, a child was asked how many pencils were needed for the activity on his table. He counted the children to seven,

and was then given the basket of pencils to count out seven pencils. He took out five and commented that he needed two more. Children learn about volume, size and shape during their sand play and construction. They are learning to sequence numbers correctly and most of the children can count to ten and some well beyond.

Children's creative development is fostered during the adult-led activities which encourage children to observe and draw. During the free play activities children enjoy role play and dressing up and they eagerly take part in the music sessions. However, there are few opportunities for children to freely access the creative resources, for example, paint, glue and collage materials, which restricts their learning in this area. Children learn very well about the world in which they live from observing change in the vegetables and flowers they have planted in the garden. They develop an understanding of the local community from trips out around the village and from the visitors who come in to talk to them. They learn about time and place from their discussions in group time; about the date, the weather and what they have been doing at home.

Staff have a good knowledge of the Foundation Stage and the nursery teacher is skilled at disseminating good practice to raise standards throughout the nursery. Staff have an excellent understanding of the way children learn and use questioning, praise and re-enforcement to good effect. There are comprehensive planning and assessment systems in place which ensure that activities provided meet the needs of all of the children, offering support and challenge where appropriate and enabling children to take the next steps in their learning.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging because they are treated with respect by the staff of the nursery. This raises their self-esteem and helps them to feel good about themselves and their time at the setting. Each child is valued as an individual, for example, during a music session children were asked to choose their favourite instrument and to tell the group why. All the children then played and sang a song about that particular child. Children's individual needs, as well as their likes and dislikes, are recorded and discussed in detail before care begins and this enables their routines to be respected and their needs met. Children learn about the wider world from the appropriate range of resources promoting diversity and from the celebration of a broad range of festivals. Children's spiritual, moral, social and cultural development is fostered.

Currently there are no children with learning difficulties and/or disabilities, or children for whom English is an additional language, who attend the nursery. However, there is a comprehensive policy in place regarding special needs, which details how the service will be provided. The very good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met.

Staff are extremely skilled at managing children's behaviour. They are consistently positive with the children, encouraging them to say 'please' and 'thank you' and reminding them to be kind to each other. Children behave very well because staff provide an excellent role model for them. All the staff are respectful and polite both to each other and to the children. They have high expectations of the children, who respond very positively to this. Children are encouraged to care for and show concern for younger children. They enjoy the times when the age groups mix together and they greet siblings and friends with affection.

Partnership with parents is good. Clear written information is given to parents before care begins which gives them some insight into the activities and care provided by the nursery. They complete information sheets which include details of children's routines, likes and dislikes and these are discussed in more detail with their child's key worker. While their child is attending the nursery they receive regular newsletters every month or six weeks which include information about forthcoming topics and how they can extend their child's learning at home. Comprehensive annual reports keep parents abreast of children's progress and they are able to visit the nursery at any time to look at assessment and observation sheets. Parents are positive about the care provided by the nursery.

Organisation

The organisation is good.

Children are protected by the clear recruitment and vetting procedure in place which ensures that they are cared for by staff who are skilled and have a good knowledge and understanding of how to meet their needs in all areas of care, learning and play. Staff are well qualified and have a high regard for the well being of the child. They work very well together as a team. The organisation of the setting, which allows children to be cared for in different rooms with a mix of ages during the day, works well in this small nursery. Children interact very well with each other and greet friends and siblings with obvious pleasure when they come together. There is a key worker system in operation throughout the nursery.

Leadership and management of the nursery is good. The registered person works in the nursery on a daily basis and is involved in all the planning and day to day running of the setting. She monitors the effectiveness of the nursery education, working closely with the early years teacher, to ensure that activities are provided which enable all children to take the next steps in their learning. There is a strong commitment to development and the whole staff team strive to provide good quality care and education for children.

All of the necessary documentation to enable the setting to run smoothly is kept in an efficient and confidential manner. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to develop staff's knowledge and understanding of child protection and equal opportunities issues. Children now benefit because staff have undertaken training and have a good understanding of these issues which informs their daily practice with the children.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 parents always sign to acknowledge every entry in the medication record
- review risk assessments regularly.

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):

- organise space, time and resources to encourage children to access creative resources independently.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk