



Little Sneakers

Inspection report for early years provision

Unique Reference Number	EY331796
Inspection date	25 September 2006
Inspector	Rebecca Hadley
Setting Address	46 Node Hill, Studley, Warwickshire, B80 7RG
Telephone number	01527 850330
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Registered person	Sneakers Childcare Ltd
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 Sneakers Day Nursery is one of four nurseries and eleven Out of School clubs run by Little Sneakers LTD. It opened in 2006 having been operating in the area since 1997 from another address. It operates from six rooms within a converted detached premises in the outskirts of Studley in Warwickshire. A maximum of 30 children may attend the nursery at any time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a large, secure, enclosed outdoor play area.

There are currently 43 children aged from two to under five years on roll. Of these, 13 children receive funding for early education. Children come from the local community and surrounding areas. Children attend for a variety of sessions. The setting has procedures to support children with special needs, and who speak English as an additional language.

The nursery employs eight members of staff, including the manager who is supernumerary. Of these, six hold appropriate early years qualifications and two are working towards a recognised qualification.

The nursery receives support from a teacher/mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Children understand how to wash their hands before meals and after using the toilet with little prompting. Positive steps are taken to prevent the spread of infection. Good levels of hygiene are maintained in the kitchen, toilets and nappy change areas and staff are aware of notifiable diseases such as Meningitis, Hepatitis' and Whooping Cough. As a result the children are well protected. Children's health requirements are met as staff are vigilant in identifying medical condition through discussions with parents at registration. Important details such as written information as to when the child received the last dose of medication are sought from parents to fully protect children's welfare.

Children are well nourished and they have good opportunities to learn about healthy eating because the setting provides children with free access to fresh water and foods that are nutritious. Meal times are relaxed, sociable occasions with children sitting together to enjoy their lunches many of which are supplied by a catering company offering healthy, balanced meals and snacks appropriate to their individual dietary needs.

Children develop a strong awareness of a healthy lifestyle as they enjoy an excellent balance of quiet and active times. Comfortable rest facilities are provided in the book corner and they enjoy a variety of large and small physical equipment in the extensive garden. They move confidently showing a good awareness of how to stop and avoid bumping into each other as they pedal bikes, use various height slides and play with balls, bean bags and hoops. Children sometimes walk around the village and use large apparatus for climbing and balancing at the nearby park which helps them to develop control over their bodies on equipment which provides them with a challenge.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are well cared for in premises that are secure and suitable for their purpose. This is because staff ensure that the environment provides children with good access to a comprehensive range of facilities that promotes their development well. Children enjoy a warm and stimulating atmosphere where colourful pictures and craft work are displayed around the main room. They move freely between two rooms, are well supervised at all times and enjoy using a stimulating range of toys and resources that are carefully arranged to allow them to easily choose what they want to play with.

Children play safely due to the heightened awareness of staff in ensuring all safety features are in place. These include protecting electrical sockets and securing internal doors to ensure the children cannot gain access to other parts of the building. Most risk assessments and fire procedures are appropriately maintained ensuring children know what to do if they need to evacuate the building in an emergency. However, an internal fire door is left open and a side gate, essential to the evacuation of the ground floor is difficult to open without due force. As a result the safety and welfare of the children is compromised in an emergency situation.

Children's well-being is protected because adults have a good understanding of child protection and recognise that this is their first priority. Staff are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow. There is a clear statement which is shared with parents so that they know what action will be taken if staff have any concerns about their children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and well settled in their environment. They benefit from the good knowledge of child development held by the staff. Staff have a good knowledge of the children's starting points because they allow children time to settle into the setting at their own pace before they carry out base line assessments and observations. Children are involved and happily play with a broad range of planned and spontaneous activities which support their development and overall learning. Children are encouraged to independently work out problems for themselves. Staff listen to and value what children say and ask questions such as "why won't this round ball fit into this square box"? to encourage children to think. Positive interactions can be seen between children and adults and children actively seek out staff to join in their games such as being the customer in the hairdressers or the shop.

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. Babies and young children are actively listened to and staff give their full attention when they communicate with them. Babies and young children play, have fun, sing and laugh with adults, obviously at ease and happy in their company, for example, when singing nursery rhymes and songs. They shout with delight as staff play tickle games and count children's toes. Young children are helped to recognise that they are individuals by exploring in mirrors and through games with staff such as pointing to nose, eyes, fingers and toes.

Nursery education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals. Effective use of time, accommodation and resources helps develop the children's learning and they are able to access activities independently and make choices. Staff sit with the children asking questions to help them think. Activities are planned to provide a broad and balanced range of activities across the six areas of learning and takes into account the individual needs of the children. Evaluation and assessment is used to inform planning to help children to move forward at a pace suitable to their individual learning needs.

Children have a positive attitude to learning. They are interested, and motivated to learn and try activities. They are forming good relationships with both adults and their peers and are becoming aware of their own needs and those of others. For example, children hug and care for dolls, they put cushions on the floor and tuck shawls and covers around dolls and then each other as they pretend to settle down to sleep. Other children pretend to have chickenpox. They call a doctor and use stethoscopes and medicines spoons to make each other well. Children are developing good self-care and independence skills. They are able to self select toys and equipment and tidy away as activities change without being asked. Children are able to set the table at lunch times using accessible resources such as placemats and cutlery and independently choose drinks that they prefer.

Children use speech to organise and explore real and imagined experiences, ideas and feelings by looking at pictures of situations such as visiting the dentist, the doctors and going on a train. They are beginning to understand that print carries meaning and is read from left to right. They have opportunities to recognise their names on coat pegs, drawers and drink bottles and hold books up for story tapes turning the pages at the correct time. Younger children are beginning to make marks when using the mark making table and older children are beginning to write names and attempt writing for a variety of purposes such as shopping lists and lists of friends invited to a party. Although some children are beginning to link sounds to letters they do not regularly say and begin to write sounds in spoken words or use their phonic knowledge to write simple words such as their own names on art work.

Children are developing number and problem solving skills through a variety of activities such as counting how many children are staying for lunch. They show a developing understanding of addition and subtraction through practical activities such as adding number puppies. Some children know that $4 + 8 = 12$. Children use language to describe and compare shape, position, size and quantity through activities, such as filling and emptying large plastic jugs

Children enjoy exploring and investigating new and familiar objects such as objects that are soft and hard. They build and construct with a wide range of objects and select appropriate resources and materials with staff's help to ensure that their constructions are solid. For example, children work together to build a tall tower. When it falls over staff offer support and talk about making a firmer foundation. Children try repeatedly to build a wider base and cheer excitedly when it works well after several attempts. Children begin to know about their own cultures and beliefs and those of other people through displays of people from around the world and by celebrating festivals such as Hanukkah when they enjoy traditional Jewish foods.

Children move confidently with control and co-ordination in a variety of ways and are developing an awareness of space. For example, when rolling down a slope they are able to avoid obstacles and control their speed so that they do not bump into their friends. They recognise the importance of staying healthy and talk at snack time about what they are eating, why it is important to drink milk and why it is useful and important to have fresh air. They use their imagination in a variety of ways and enjoy the role play area. Children recognise and explore how sounds can be changed and use musical instruments to copy sounds during music time. They respond in a variety of ways to what they see, hear, smell, taste, touch and feel. They express and communicate their ideas, thoughts and feelings by using a widening range of

materials such as chocolate and toffee play dough, corn flour gloop and jelly play with toy animals hidden in it.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are valued and respected as individuals. They have many opportunities to develop an understanding of the wider society because the setting introduces them to different people in their local neighbourhood and to the wider multicultural society. For example, parents visit the setting in their job roles such as a teacher, nurse and vet to enable children to learn about the world around them. A local farmer brings in pumpkins, hay and straw for plays and vegetables for food tasting. They have good opportunities to develop an understanding of the wider society through a range of resources and activities including cooking utensils from around the world. This helps them to develop an understanding of diversity. Children's individual needs are identified and met well. Strategies are in place to identify and support children with individual specific needs. Children with disabilities are well supported and staff liaise with parents and outside agencies to ensure that children's individual needs are appropriately met. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good in proportion to their level of understanding and maturity. This is because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. Children understand clear and consistent guidelines and expectations of behaviour. For example, one child said "We don't get stickers if we don't tidy up". Staff are good role models and promote children's confidence and self esteem through positive praise and encouragement.

A close, informal relationship with parents contributes to children's well-being and helps them understand the setting's aims and practices. Parents are welcomed into the setting and their skills and expertise are valued and sought. Parents are provided with in-depth information about the setting through a comprehensive prospectus. An updated complaints procedure ensures parents are well informed about action they can take should they be unhappy with any aspect of their child's care. All concerns are thoroughly investigated, resolved or positively addressed and parents informed of the outcome. The partnership with parents and carers is good. They receive information about their children's progress both through daily conversations with staff, and parent's evenings. A notice board informs them about the nursery grant.

Organisation

The organisation is good.

The registered provider demonstrates a good knowledge and understanding of the need to inform Ofsted of any significant changes. Children benefit from the strong organisation of this group which ensures that high standards are maintained at all times. The nursery offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by good organisation and resources to support and extend their development and learning. Staff are well qualified and regular appraisal systems are in place which are effective

in monitoring staff performance and ensuring training needs are identified and met. As a result the children benefit from richer experiences and make good progress in their all round development and learning. Staff are generally well deployed to ensure that children receive a high level of care and attention. However, on occasions staff deployment does not effectively ensure that children's safety and wellbeing is maintained.

Detailed documentation is in place and regularly reviewed to ensure that requirements are met. Policies are reviewed on an annual basis and reflect the addendum changes to the national standards for day care, as well being up to date with new guidelines such as the recent changes to fire safety law, safeguarding children boards and new guidelines for food safety.

The leadership and management of the setting is good. Effective steps are taken to plan ahead, evaluate and improve the service offered and there is a strong commitment to assessing the strengths and weaknesses of both the setting and the educational programme. Staff monitor and assess the nursery education through evaluations of activities and planning meetings. The manager observes the staff and works closely with them to evaluate practice. Recruitment and vetting procedures ensure that staff are of high quality and well qualified. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 contingency plans to ensure the deployment of staff meets the needs of children and staff effectively for example when the parents arrive at the front door during the children's outside play periods
- review risk assessments to ensure that all potential hazards are identified and minimised effectively such as safety of evacuation routes and complying with requirements regarding fire doors to fully promote 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):

- improve opportunities for children to link sounds to letters and use their phonic knowledge to write simple regular words, their own names spontaneously on their art work and other things such as labels and captions.

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