



## Little Ones Wonford

Inspection report for early years provision

<b>Unique Reference Number</b>	EY278721
<b>Inspection date</b>	31 January 2007
<b>Inspector</b>	Juliet Eileen Hartridge
<b>Setting Address</b>	Wynstream Community Primary School, Burnthouse Lane, Exeter, Devon, EX2 6AY
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<b>Registered person</b>	Little Ones Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Little Ones at Wonford was registered in 2004, having moved from a previous site nearby. The nursery occupies purpose built premises which are situated in the grounds of Wynstream Community Primary School, in the Wonford area of Exeter. Children have use of a large indoor area, which is divided into a baby area, and one for children aged two to five. Children also have a secure outdoor play space. The nursery is open from 08.00 until 18.00 on weekdays, for 51 weeks of the year, excluding Bank Holidays, and is registered to care for a total of 33 children. At present there are 45 children on roll, of whom 10 are in receipt of nursery education funding. The nursery supports children who speak English as an additional language or children who have learning difficulties or disabilities.

Little Ones at Wonford is one of a group of nurseries, owned by three directors. It is staffed by a manager, deputy manager and up to eight other staff, all of whom have appropriate child care or teaching qualifications. The nursery is a satellite of Chestnuts Children's Centre.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted as they are well cared for in a well maintained, clean and well ventilated environment, where their understanding of good hygiene routines is being effectively promoted. Children wash their hands at the low sinks in the creative area, when they have finished exploring the sand, and are aware of the importance of washing their hands before they eat their food. Their independence is encouraged when they take themselves to the toilet and carefully wash and dry their hands, or take a tissue from the box, blow their noses and dispose of the tissue in the bin. Staff carefully ensure that the risks of cross infection are minimised when they change babies nappies. Children who become ill during the day are cared for sensitively and appropriately, and staff consult their parents regarding any concerns. Most documentation, including clear medication consents and records of any medicine administered is carefully completed. However, accident records are not always completed swiftly after accidents, which compromises children's health.

Children benefit from regular outdoor exercise throughout the day and enjoy playing on the well designed play equipment in the garden. They have good opportunities to run, or climb on the large frame, slide down the slide or jump off and on the train. Young babies have space to stretch and roll, and toddlers also have regular opportunities to explore outside during the day. Indoor games such as 'heads and shoulders' or creating shapes with their arms and legs help children to develop an awareness of their bodies and the indoor gym provides children with the opportunity to climb, slide or create a den indoors.

Children benefit from a healthy and varied diet of nutritious and appealing food which is cooked on the premises, this includes regular helpings of organic fresh fruit and vegetables, as well as home made bread. The clear procedures in place ensure that children's individual dietary needs are carefully followed. The flexible morning snack time routine enables children to learn to assess their own appetites when they sit down for their snack as they are ready to eat. Snacks including an attractive array of fresh fruit or a more substantial afternoon snack of crackers and cheese are eaten with relish. Staff sit with the children during all mealtimes and talk to them about what they are eating and encourage their enjoyment of good food.

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

The provision is good.

Children benefit from being cared for in a safe and well presented environment, which is light, bright and stimulating. Children's colourful art work is displayed and separate play areas have been created which ensures babies can play safely. The outdoor play area is very safely enclosed and the electronic entry system supports the children's safety very effectively. Children are further protected as risk assessments are regularly undertaken, and careful procedures are in

place for outings, including a ratio of one adult to two children. They are also carefully supervised when they play outdoors. They are learning about fire safety when they regularly practise fire drills, the fire blanket and extinguishers are appropriately situated.

The nursery is well equipped with a wide range of clean, safe and well maintained toys and resources, and the learning environment is visually attractive and inviting. Children know where to find their belongings and can safely reach their toys and materials. This means that they are encouraged to make choices whilst they play and learn. Children are encouraged to take responsibility for their own safety, for example when they are reminded to hold on and play safely on the outdoor equipment.

Children are well protected from harm as staff have a responsible and well informed approach to protecting children in their care. They have a good understanding of appropriate child protection and Safeguarding Children Board procedures, and several staff have recently attended training. Parents and carers are also well informed as they all receive copies of the nursery child protection policy, and information is also displayed in the nursery lobby.

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

The provision is good.

Children and babies are settled and secure in the familiar routines and arrive enthusiastically, ready to enjoy the days play. They play happily and confidently, developing their independence and using their initiatives as they explore the stimulating range of play opportunities available. Babies benefit from excellent opportunities to explore sensory materials. They delight in rolling on the shiny, crinkly survival blanket; they explore bottles containing coloured water and twigs and happily look at their reflections in strategically placed mirrors. Staff are warm, friendly and responsive, chatting to babies about what they are doing, or cuddling a baby who is not feeling well. They help babies development by encouraging them to copy their head movements or waving and clapping. Staff have an excellent awareness of the stages of development of the babies in their care. They successfully use the Birth to three matters framework to observe, monitor and record their progress, in order to plan for the next stage of their development.

Children have excellent opportunities to explore a wide variety of interesting materials, including hay, dry sand, water, ceramic tiles, glittery play-dough and they delight in making bubbles appear in the wet soapy sand. This encourages their creativity and understanding of the world around them.

### **Nursery Education.**

The quality of teaching and children's learning is good. Staff have a good understanding of the Foundation Stage of Education and the importance of providing children with well planned and stimulating play opportunities, consisting of practical and meaningful topics as well as self directed free play. Children have individual learning plans which are devised and updated every three months, and are based on the daily recorded observations of children at play. This ensures that staff have a good knowledge of what children can do, as well as their interests and how they can be helped to make progress. As a result children are making good progress in all six areas of learning.

Children are keen learners, and some children have high levels of concentration, carefully pouring water into narrow necked bottles, or gently dressing a doll and tucking it into bed. Staff encourage the children when they model their use of language for example when they explore play-dough and describe how it feels and then make comparisons when more oil is added. Children are encouraged to use their initiative and develop and extend the activity themselves when they include containers of recycled materials they have selected from the nearby shelf.

Children are good communicators, and activities are well planned and encourage the development of their vocabulary, including the exploration of model sea life creatures displayed on net, or chatting to staff and their peers in the role play area. Children confidently recite their favourite nursery rhymes at circle time. Children are making the link between sounds and letters when they talk about items on the phonic table, and recognise the letters in their names or items used in the nursery. They select their name cards before they sit down at snack time, and they are using pencils to write in their notebooks in the role play office area. They use their imaginations when they listen to and then act out the bear hunt story, or dress up in sequined fabric 'like a princess'.

Good opportunities are available for children to explore shapes. A recent outing to the environmental area provided children with excellent opportunities to observe shapes found in nature, and take photographs of their findings, and most children swiftly recognise and talk about the shapes of things around them. Many children can count and some can recognise numerals, however there are insufficient opportunities for children to count and compare quantity in every day situations arising during the day. This means that children's mathematical language and understanding is not consistently being extended.

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

The provision is good.

The individual needs of children are very well met. Staff know the children and babies well and the key worker system supports this knowledge most effectively. Children are valued and their individuality is respected. They learn about themselves and diversity in a meaningful way, when they explore cultures and traditions through the carefully planned curriculum. Children learn about their wider nursery community when they join in enjoyable outings and parties with their parents as well as children and parents from the other nurseries. A visit to a hospital and a visit from fire fighters and their appliance, or a nurse widens children's insight into people who help us. Children's spiritual, moral, social and cultural development is fostered.

The effective observation system ensures that any specific needs children may have are swiftly identified, and staff share their findings with parents before seeking any professional help which may be required. Children who have English as a second language receive excellent support. Staff liaise sensitively with parents and carers to ensure their requirements and the needs of their children are respected.

Children are well behaved, and are gradually learning the difference between right and wrong. They are developing their social skills such as sharing and taking turns, or saying please and thank you. They are enthusiastic helpers and swiftly respond to the tidy up time song, and put

their toys away, or help to sweep up the straw outside. Staff are positive role models, and readily acknowledge when children have done well, or give appropriate support to children who are still learning to share. Helpful strategies are used, such as a whispering circle time, when children learn the difference between noisy or quiet. Children's self esteem is very well supported when they proudly show their achievement books or see their photos and art work displayed in the nursery. Staff have recently attended training to help them consider a variety of ways to encourage positive behaviour, such as facilitating children to negotiate and resolve their own differences. Staff work closely with parents and carers to ensure that they use the strategies used at home. This ensures that children's behaviour is managed in a consistent way.

Partnership with parents is outstanding. The nursery communicates most effectively with parents, and clearly acknowledges the importance of involving parents and carers in the care and education of their children. New parents and carers receive a comprehensive information pack, and complete detailed forms about the needs of their children and the care they require. They are encouraged to gradually settle their babies at their own pace, and the very warm relationships evident between staff and parents helps babies to feel particularly secure. Parents and carers are encouraged to share their skills and interests with the nursery, for example grandparents are welcomed to visit and read stories. Excellent systems are in place to ensure that parents and carers are fully informed about their children's education and progress. Informative curriculum evenings are well attended and enable parents to learn about the areas of learning for the foundation stage, and the aspects of the curriculum for babies and toddlers. Video films recorded in the nursery are shown at these evenings and enable parents and carers to see the variety of activities available to gain an understanding of how their children learn from play and exploration within the nursery. Regular newsletters are also published and are also available on the nursery intranet which is an exciting new development which further involves and informs parents and carers and ensures the needs of children are very well met.

## **Organisation**

The organisation is good.

The good organisation of the nursery environment ensures that children's learning and welfare is well promoted. The open plan area is divided into discrete areas by low screens and play and storage units, and this ensures that good use is made of the available space. The comfortable and cosy book area provides a welcome haven for children who want to sit quietly and look at books, or snuggle up in blankets to rest after lunch. The baby area is well designed and this ensures that babies individual needs are met. For example babies may sleep in the well ventilated cot room, or on fleeces or seats in the play area, as they prefer. Older children are given a helpful introduction to the session by their play leaders at circle time, and this helps them to make well informed choices about their play. Lunchtimes are particularly well organised. Tablecloths and napkins are used and there are flowers on the table, whilst classical music softly plays. All the children sit together and this encourages them to enjoy their food. Children are well protected because documentation such as registers of attendance, enrolment and consent forms, as well as complaint and concern records are all carefully maintained. The nursery meets the needs of the range of children for whom it provides.

The leadership and management of the nursery is good. Staff work well as a team and plans clearly indicate the deployment of staff, as well as providing helpful prompts for activity focus and vocabulary development. This ensures that children receive good levels of supervision and support at all times. Clear procedures are in place to ensure staff are suitable to work with children, for example the comprehensive induction system, which ensures staff are familiar with policies, procedures and nursery objectives. Clear policies underpin the good practice evident in the nursery, which further safeguards the children. Regular staff meetings, monthly supervision sessions and annual appraisals ensure that staff receive the necessary training and support to care for the children successfully. Staff, managers and directors have a commitment to regularly monitoring and evaluating their provision to identify strengths and weaknesses. They are prepared to introduce changes, for example by employing a qualified teacher to further develop planning and the delivery of the curriculum, or recording individual play plans for babies. This ensures that the quality of the provision is improved for the benefit of children and families using the nursery.

### **Improvements since the last inspection**

At the previous childcare inspection the nursery was asked to improve the outdoor area, however this recommendation applied to the previous premises.

At the nursery education inspection they were asked to monitor the plans to ensure that all areas of the curriculum receive appropriate emphasis. They were also asked to improve the use of assessment to ensure the children's goals build on what they already know. Finally they were asked to improve staff interaction with children's spontaneous play activities.

Very good progress has been made as the curriculum is carefully planned to ensure that all areas of learning are included. The clear and frequent assessment process ensures that children's play plans contain clearly identified goals based on observation of what the children can do. Staff are deployed in the various activity areas and are on hand to talk to them and encourage their play and exploration. This has contributed to an overall improvement in the children's educational provision.

### **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

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):

- ensure that all accident records are completed very soon after the accident

#### 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):

- provide more opportunities for children to count and solve simple mathematical problems arising in the daily routine.

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](http://www.ofsted.gov.uk)