

Little Friends

Inspection report for early years provision

Unique Reference Number EY320857

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Inspector Lynn Dent

Setting Address Little Friends Nursery, Adbolton Lane, West Bridgford, Nottingham, Nottinghamshire, NG2 5AS

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Registered person Little Friends (Nottingham) 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 satisfactory. 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 Friends Day Nursery is privately owned. It opened in 2006 and operates from 3 rooms in a converted bungalow. It is situated in the West Bridgford area of Nottinghamshire. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 to 18.00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 28 children from 7 months to under 5 years on roll. Of these, 6 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Nottinghamshire. The nursery employs 4 staff. Of these, 3 hold appropriate early years qualifications and 1 is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's emotional well-being is effectively supported because their care routines are consistent with home. For example, a baby sleeps for a long period during the morning and is active in the afternoon. Clear daily, weekly and routine hygiene procedures are implemented and followed by practitioners. They use disposable gloves and aprons when changing nappies and administering first aid. Nappy changing areas, table and surfaces are cleaned with antic-bacterial spray and toys for babies are sterilised minimising the risk of infection. Children show an understanding of the importance of good personal hygiene. They do this by explaining that they wash their hands to make them clean after using the toilet and before eating meals and snacks. Older children manage their hygiene independently, while practitioners support younger children.

Children receive appropriate care following accidents as they are treated by practitioners who are qualified in first aid. When children receive a bump to the head practitioners actively monitor them at regular intervals. This is to ensure that any further signs or symptoms of injury are identified and action taken quickly. Children are protected well from infectious illnesses as the setting implements clear procedures for children who are ill. This information and a list of communicable diseases and incubation periods are shared with parents. Consequently, they understand the necessity to care for their children at home during this time. A clear procedure is in place to ensure that children taking medication receive the required amount of the correct medicine. Two practitioners check the details and enter the information on the child's medication record which is shared with parents. Practitioners provide cuddles and support to children who may not be feeling well. Consequently, they feel secure and quickly settle.

Children can access drinks at all times from their room. Further drinks are routinely offered at snack and meal times. Practitioners ensure that younger children drink regularly as they offer this throughout the day. As a result they remain hydrated. Children receive a balanced diet at snack and meal times. They show a preference for their favourite foods as they explain which fruit they like the best. Consequently, they are learning to make choices. Information about children's dietary needs is easily available to ensure that these are met. Discussions at meal times are used to help children learn about what foods are good for them. Therefore, they develop an understanding of this. Children show good table manners and are learning to use cutlery. They receive appropriately sized portions of food to encourage them to finish their meals and snacks and are offered more if they wish.

Children enjoy a variety of experiences both indoors and outdoors which enhance their physical development. They are confident and show an awareness of space as they pedal and push wheeled toys. They are confident to climb steps and move with ease across a range of surfaces, for example grass and wooden decking. Children show good hand to eye coordination. They do this by pouring sand and water accurately, using craft tools and equipment and threading beads, for example, scissors and colouring materials. Younger children are learning to crawl, pull themselves up to stand and walk as practitioners effectively provide space and support for them to do this. Their finer skills are shown as they reach for and manipulate developmentally appropriate toys, for example, mobiles and activity bars.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children clearly understand the rules which keep them safe and respond very well to guidance from practitioners. Daily discussions about the rules of the setting encourage children to think about what they need to do to keep themselves and others safe. For example, they know they must sit at a table when using scissors and must not run indoors. Pictures around the setting remind children that hands are used to help each other and mouths are used to eat. Children can independently and safely access a wide range of high quality equipment and appealing resources which conform to safety standards. These are enhanced as the practitioners are resourceful in using everyday items to make treasure baskets and a range of role play equipment which reflects different cultures. The environment is bright, stimulating and meaningful to children as displays show their art work and simple signs. Children can play safely in the enclosed and secure garden as it is checked before use.

Risks of accidental injury to children are minimised because practitioners implement clear routines to ensure that the premises and resources are safe for children to use. All new activities are risk assessed for potential dangers. Appropriate organisation and regular tidying of the floor space means all children can move independently and safely around their rooms. However, older children who independently use the bathroom can potentially reach cleaning materials which are stored on a windowsill. Therefore, this poses a potential risk to their safety. Children are unable to leave the premises unsupervised as practitioners are vigilant in ensuring that gates to rooms are secure. Exterior doors are kept locked. Therefore, parents can only access the premises when recognised and allowed entry by the practitioners. Children are protected from unknown adults as practitioners ensure that the register for visitors is maintained accurately. Consequently, they know who is on the premises at all times. Although the setting does not currently take children on outings, practitioners are aware of risk assessing venues and have a thorough understanding of the recent changes in legislation regarding the use of safety restraints in vehicles. Children's well-being is safeguarded due to the comprehensive child protection policy. Practitioners understand their responsibility for reporting potential child protection concerns in accordance with the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are very settled and happy at the setting. Therefore, they are confident, have good self-esteem and are happy to leave their parents. All children receive lots of cuddles and are treated with kindness by practitioners who show a commitment to and interact effectively with them to support their development. Practitioners use 'Birth to three matters' framework to implement a wide range of experiences for children and allow them time to explore their environment. However, further planning and implementation will ensure that opportunities are not missed to fully enhance the outcomes for children in this age group. Regular observations and updated developmental records show what children need to do to develop further. Babies feel secure. This is shown as they initiate interaction with adults by playing child play peek-a-boo and waving. Babies play with mobiles, activity gyms and their individual needs are effectively supported. For example, children who wish to rest are able to do so, while others continue to play. Practitioners clearly have a sound knowledge of child development, therefore, babies and older children remain stimulated and engaged in their play. This is maintained as different opportunities are provided throughout the day, for example, a tray of sand, singing and instruments which the children clearly enjoy. Mobiles are hung for children to observe. Practitioners lift the children encouraging them to reach out and touch the mobiles. Therefore,

helping to develop their hand-eye coordination. Toys for babies are enhanced because practitioners are resourceful. This means they use everyday objects to make treasure baskets and children bang metal dishes together to make noises.

Activities and routines for older children help to consolidate and challenge their prior learning, encouraging them to develop independence and confidence. All children spend their time purposefully. They actively participate in a wide range of stimulating planned activities and are confident to extend this showing good imagination. For example, children play in the sand, a child extends this by pouring the sand from one container to another. As he does this he explains he is making pancakes which are hot and he is cooling them down. All children are encouraged to develop their communication skills. Children who babble are encouraged to do this and to point to what they want. Practitioners are effective in providing simple words and labels for toys and also use open ended questioning when talking to older children. For example, they ask children where foods grow. The care needs of all children are accounted for because practitioners know the children well.

Nursery Education

Children are making satisfactory progress towards the early learning goals in most areas. The exception to this being personal, social and emotional development and knowledge and understanding of the world where children are making good progress. For example, children are interested, curious and keen to learn. They show this as they look for insects in the garden. They happily try out suggestions by practitioners to use binoculars to make the insects easier to see. During circle time they sit quietly and are very confident to speak in a group situation and to adults. Consequently, they form good relationships with their friends and those caring for them. More able children extend their play by using their imagination and confidently make connections between their home life and the setting. For example, they fly in a plane when they go on holiday and can link this to their current topic about transport. Children learn about the world in which they live as they show an awareness of changes. For example, they understand that seeds need water, sunshine and soil to help them grow. They know about the days of the week and can correctly identify the weather by relating this to what they know, for example, if the trees are blowing they know it is windy.

Children receive a balanced range of activities because a range of teaching methods are used to ensure that learning intentions are met. Therefore, children persist in what they are doing. For example, children listen attentively to stories which practitioners read or are told using audio compact disc. Children are confident and use language effectively to organise their thoughts and explain what they are doing. They have opportunities to write and make marks and more able children are beginning to write recognisable letters and numbers. Most children can identify the initial sound of their name. Practitioners encourage children to use numbers to count the number of children in the group and use this to solve the problem of how many bowls are needed at snack time. Therefore, they are beginning to use concepts, in meaningful ways. However, there are missed opportunities to count and use shapes during activities, for example, counting how many cups fill a bowl with sand. Practitioners provide a range of resources for children to be creative, for example, they use string to paint and make large models for example, replica rockets out of large cartons.

The quality of teaching and learning is satisfactory. Practitioners understand the Foundation Stage of learning and plan how to implement this. However, further planning and implementation is required to show how activities are adapted to meet the needs of more able children. Although this is seen to occur during conversation between practitioners and children throughout the

day. Children's learning is assessed when they enter and settle in the Foundation Stage of learning. Ongoing observations and discussions with parents are recorded and used effectively to identify children's achievements and identify their next stage of learning. Practitioners are enthusiastic and involved in the children's learning. Therefore, children remain engaged and enjoy their time at the setting.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. They are positively encouraged to become involved in their children's learning through open evenings, discussions and sharing of their child's records. This allows updated information to be collated and informs parents of their child's achievements and next steps for learning. Practitioners actively encourage parents to develop their children's learning at home by advising them of Foundation Stage planning and appropriate activities. For example, during a topic on growing, they suggested that children might like to grow seeds at home. Parents receive good information at induction about the setting's policies and procedures. Consequently, all parties are fully aware of the service provided. Ongoing discussion and diaries for younger children means that parents are kept informed of their child's day and routines. Practitioners show they value parents' opinions as they use questionnaires to find out about the strengths and areas of improvement for the setting. Newsletters and information displayed effectively in the setting means parents can access information easily. For example, if parents wish to complain about the setting, this information is readily available to them.

All children are made very welcome in the setting as the practitioners actively work with parents to discuss their child's individual needs. Children have a good range of opportunities to learn about the wider world in which they live. For example, they learn about insects by observing them in the garden. They learn about other cultures as they play instruments from Australia and other countries. They celebrate festivals throughout the year. For example, they make paper mache pigs for Chinese New Year. Notices are displayed in a range of languages showing these are valued. All children receive equal opportunities to participate in the activities provided. Gender free play is positively encouraged. This is shown as children are encouraged to dress up or build and play with train tracks and trains.

Children's behaviour is exemplary due to the consistent positive behaviour management by practitioners. Children learn to share from an early age as practitioners talk to children about taking turns. For example when using a rocking horse. Smiles and claps are used to reinforce good behaviour. Older children receive certificates for helping others and for good cutting during an activity. Older children show they understand how to share, take turns and interact harmoniously when playing games and during activities. This shows they develop an understanding and respect for the needs of others around them. Children's social, moral, spiritual and cultural development is fostered. Practitioners place a strong emphasis on developing children's self-esteem. Consequently, they are motivated and show a sense of awe and wonder in new experiences provided for them. For example, they become excited when they find insects in the garden, show other children and excitedly tell adults what they have found.

Organisation

The organisation is satisfactory.

Children's care is enhanced because the environment is organised well and provides a safe, stimulating place for children to be. The number of practitioners deployed to work with the children is always maintained, indeed often exceeded. As a result this positively supports children's care, learning and play. Children have time and opportunity to explore. They can access a good range of resources that help them to participate in a range of developmentally appropriate activities. Therefore, they enjoy their time at the setting. The management show a commitment to improving the care and environment provided for children. As part of this commitment the setting works closely with outside early years professionals who offer advice and support. Robust recruitment and inductions procedures ensure children are cared for by suitable staff. The management shows a commitment to enhancing practitioners professional development by encouraging and supporting them to achieve recognised childcare qualifications. Practitioners are motivated and work well together as they are involved in the daily organisation of the setting. Leadership and management is satisfactory. Therefore, this contributes to children's progress towards the early learning goals. Care, learning and play is balanced because practitioners work well together and clearly understand the expected learning outcomes of the activities provided. Therefore planned and free activities are monitored and adapted well to ensure that learning intentions are achieved. Effective policies and procedures work well in practice to promote children's well-being and development. Overall the provision meets the needs of the range of the 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. 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 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):

- make hazardous substances in the children's bathroom safe or inaccessible to children

- continue to improve the outcomes for children by further planning and implementing the 'Birth to three matters' framework.

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):

- further develop planning of the Foundation Stage of learning to show differentiation for more able children
- improve opportunities for children to use mathematical concepts.

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