

Littleworld Day Nursery

Inspection report for early years provision

Unique Reference Number	110169
Inspection date	18 April 2007
Inspector	Doreen Forsyth
Setting Address	47 Weyhill Road, Andover, Hampshire, SP10 3AN
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Registered person	LITTLEWORLD DAY 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?

Littleworld Day Nursery is a privately run nursery which opened in 1991. It operates from modular buildings close to the town centre of Andover, Hampshire. There are two enclosed outside areas available for children's play.

The nursery is registered to care for up to 65 children under the age of five. There are currently 95 children on roll. This includes 47 children who are in receipt of government funding for nursery education. Children attend on a full time basis or for a variety of sessions during the week. The nursery welcomes children with disabilities or learning difficulties, and those for whom English is an additional language.

The nursery opens weekdays from 8:00 until 18:00, all year round, with the exception of the Christmas period and a week in August.

There are 24 members of staff working with the children, 23 of these have relevant early years qualifications at level 2 or above. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection because staff follow good health and hygiene routines and procedures throughout the nursery. For example, there are well organised nappy changing procedures in place and staff are very good at cleaning equipment after meals to help prevent cross infection. Children learn to follow good hygiene practices, they know the importance of washing their hands before eating and after using the toilet because 'there are germs on their hands'. Children's health is protected; most staff have current first aid training and are able to put their training into place if required. All of the required documentation regarding the recording of administration of medications, accidents and parental permissions are in place, although a few require updating. The nursery has a very good sickness policy which is explained to parents at visits and is in their information pack.

Children are well nourished when at the nursery. The setting provides all the children's meals which are prepared on the premises by a qualified cook. Meals are healthy, well balanced and any special dietary requirements are well provided for. All allergies and special diets are appropriately recorded. Babies' bottle feeds are provided by parents and then staff prepare these when necessary. Children in the pre-school room have very good access to drinking water as they all have labelled water bottles which they can help themselves to whenever they wish. Staff ensure younger children are offered regular drinks of water.

The children rest and sleep according to their needs. There are suitable cots in a separate room for babies to sleep in, most toddlers sleep on low beds with their own bedding in the playrooms, there is a rest period during the afternoon when most of the younger children in the nursery sleep.

Children have very good opportunities to play outside and enjoy fresh air and exercise. Staff ensure children are well protected from the sun when they are outside; children use sun creams and hats and some shade is provided. In summer younger children do not play outside during the hottest times of the day. Children enjoy regular physical activities, they can run and move freely on the grassed play areas; the pre-school children enjoy weekly ballet classes when they learn to move and express themselves to music. Toddlers in 'Tiggers' room have soft play resources they use when the weather is unsuitable for outside play. Children have many opportunities to develop their climbing and balancing skills; older children are learning to use bikes and other wheeled toys with good control and safety.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe, warm and secure environment. Displays of children's work, posters and information for parents help make the setting child-centred and welcoming. The nursery has very good procedures in place to keep children safe, including a security camera at the front door and procedures to ensure children are collected by appropriate adults. Children's safety is well promoted as staff regularly risk assess the premises and equipment, they have identified and minimised any potential hazards. All fire safety equipment is regularly checked and good fire evacuation procedures are in place, however, these have not been practised recently by the staff and children. Children learn to keep themselves safe, pre-school children

are encouraged to use helmets when riding bikes and understand why they should not run indoors.

Children have access to a wide range of suitable resources, in the pre-school room these are well set out into 'learning areas' which help to promote children's progress towards the early learning goals. The 'Tiggers' room has more limited play space. In the 'Piglets' room for children under two there is a sectioned off area where younger babies can play safely. There is no domestic style furniture provided for under twos to help develop their mobility and to continue normal life experiences for them.

Children are very well safeguarded because all staff understand their role in child protection and are able to put the appropriate procedures into place if necessary. Staff attend safeguarding children training and protecting children is included in the setting's staff induction programme. Safeguarding children information is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, relaxed and very happy at Littleworld Nursery. The setting uses very good processes to help children part from their carers and settle into the nursery. When children progress through the nursery they are gradually introduced to the next step in the nursery, so that they are very familiar with the room and staff before they move on. All children are involved in a wide range of activities both planned and spontaneous that support their learning and development very well.

The younger children benefit from the staff's good understanding of the Birth to three matters framework which is used well to plan suitable age appropriate activities for them. Key-workers used this framework when recording children's progress. Children aged three and over follow the national Foundation Stage curriculum.

Nursery Education.

The quality of teaching and learning is good. Children are eager to learn, they concentrate well on their chosen activities, they are mostly very confident. They can move around the playrooms and outside play space freely, choosing what they use and wish to play with. They quickly understand the rules of the setting, such as wearing a helmet when on a bike, or the numbers of children allowed in the home corner at one time. Most staff that work with the pre-school group have a sound understanding of the early learning goals and how to help children move towards these. They plan well, helping to ensure most aspects of the learning outcomes are met, but the adult planned, focussed activities are not based firmly enough on the different stepping stones towards the early learning goals to effectively ensure there are no gaps in the children's learning. Staff very regularly assess and record children's progress; these profiles are well recorded and kept up to date, they show the children's progression very well. However, staff do not always use the information they gain from these records sufficiently when planning for children's next steps in their learning. The children's profiles move with them as children progress through the setting, so staff are usually very aware of where children are in their learning. If children start at the nursery at the beginning of the Foundation Stage, staff use a good system of observations to assess children's learning.

Children enjoy their time in the nursery. For example, they excitedly get ready for 'ballet classes' and readily take part. The children learn personal independence. At snack time they wash their

hands, and then put their name cards into the basket before choosing their snack and pouring their own drinks. They put on their own coats and shoes for outside play when necessary. One child explained to me how they make a circle for story and circle time. Children enjoy stories and listen well, they are skilled at expressing their thoughts and ideas into words. They begin to recognise sounds and letters, with an emphasis on learning the sound of the letter of the week. Children have opportunities to write and make marks, some children can write their own names and other words, they readily recognise their own names as those of others.

Children learn mathematical concepts in their daily activities. Such as when filling jugs and containers in their water or sand play. They explore shape, they learn about ovals in the present topic looking at eggs of different sizes. Children learn to count to 10, for example, when singing number rhymes. Children solve practical problems relating to size, shape and position when they build with bricks and other construction resources. Children learn about the world around them through their topic work. They have visitors into the setting such as a man who brought in snakes and other reptile for them to see. They go out into the local community, children recently visited the library and a trip to an aquarium is planned. They grow plants from seed and help tend plants in the nursery garden. Children begin to learn about different cultures and beliefs and enjoy celebrating different special festivals and events, including Christmas, Harvest and Diwali.

Children use their imaginations and explore their senses in role play, dressing up, dance and when using craft resources; they paint, draw and use collage resources. Some of the children's creative experiences are quite adult directed. Children are encouraged to develop their small muscle control when they use a wide range of materials and equipment such as using sand and water or when they experiment with rice. They learn to handle and control scissors and other tools appropriately. Children enjoy climbing, balancing and moving together to music.

Helping children make a positive contribution

The provision is good.

All children are valued and welcomed into the setting. Children form close relationships with each other and the staff, for example, children showed concern when one of them became ill. Children with disabilities or learning difficulties are welcomed, staff work hard at meeting all children's individual needs. If children speak English as an additional language different ways are devised and sought to ensure children and their families are welcomed and are able to take a full part in the nursery life. Displays and posters in the setting and the play resources such as small world toys, dolls and books are chosen to specifically help children to learn to value diversity. A well trained Special Needs Co-ordinator works closely with parents and outside agencies to ensure all children's needs are suitably met.

Children behave very well, the setting has a number of different strategies in place they use to help children behave well if necessary. However, the children respond so well to the staff's good role-modelling and consistent boundaries that these are rarely used. Parents are informed of the nursery's behaviour policy in their information pack, if staff have any concerns regarding children's behaviour these are quickly shared with parents so that staff and parents can work together. Children and parents are involved in fund raising events with the setting, they recently raised money on 'Red Nose Day'. Children's spiritual, moral; social and cultural development is fostered.

The partnership with parents and carers is good. Parents are well informed about the nursery and about their children's well-being and daily activities. An information sheet is completed

about the babies' day for parents, any records kept on the children are available to parents at anytime. Parents are invited to parents' evenings and to monthly Friday afternoon tea parties. There is also an annual grandparents' party which is combined with a Harvest festival. Parents are invited to meet with key-workers whenever they wish and they usually informally exchange information with staff when children arrive and leave. Complaints are clearly recorded as necessary and dealt with in line with current regulation. The well written parent's pack informs them of all the settings policies and procedures.

Parents are informed about the Birth to threes matters framework and the Foundation Stage of learning through the parent's pack and well presented displays in the playrooms. Planning is displayed through out the setting so that parents know what their children are learning about. All parents have regular newsletters; extra newsletters for children in the threes to fives room inform parents of the topics the children learn about and how they can help their children learn at home. Children take home library books to read with their parents. The pre-school teddy bears often go on holidays with the children and their families, parents and children enjoy recording the bear's adventures when with them.

Organisation

The organisation is good.

The nursery is very well organised. All the staff are appropriately checked and suitable to work with young children, they undergo a vigorous vetting, employment and induction procedure. Staff are mostly well qualified and experienced, they are encouraged to attend relevant training and to pass on this new knowledge to the rest of the staff. The staff are enthusiastic and work well together, they understand their roles and responsibilities and support the children effectively. All the required policies records and procedures that help to ensure children's well-being, health, safety and enjoyment are in place and well implemented. The children's, staff and visitor's attendance is well recorded. The setting ensures correct adult to child ratios are maintained. The nursery meets the needs of the range of the children for whom it provides.

Leadership and management are good. The senior management team meet staff regularly to discuss the provision provided, to share information and ideas and review staff development. In-house training is often provided at staff meetings. Staff have annual appraisals to ensure their training and development needs are addressed. The nursery manager is in the process of developing a comprehensive and well thought out evaluation document so that together with the staff, the managers can assess the provision provided and build on the strengths and good practice within the setting.

Improvements since the last inspection

At the last inspection the nursery was set two recommendations regarding providing appropriate seating for adults working with children under two and including parent's signatures on medication records. The setting reviewed the furniture in the babies room and obtained some new chairs which were not comfortable for the staff. They positioned low cushions in the playroom which staff now use as necessary when working with the younger children. All records regarding medications are well kept.

At the nursery education inspection the setting was asked to increase staff's use of mathematical language in daily activities, to enhance the book area and to provide children with opportunities to use real life items in their play. The setting has a suitable range of resources and play materials some of which are real life items. Staff use mathematical language well with the children

encouraging them to use mathematical concepts in the daily routines. There are two attractively presented book areas in the setting for the pre-school children where children can enjoy books with adults.

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.

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):

- provide babies with some domestic style furniture to assist them in developing mobility and to continue normal life experiences.

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):

- ensure that the daily focussed activities are firmly based on the different aspects of the stepping stones towards the early learning goals
- use the information gained from the well kept records of children's progress when planning, to ensure children's individual next steps in their learning are met.

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