

Littlehampton Day Nursery C.I.C

Inspection report for early years provision

Unique Reference Number	EY346116
Inspection date	24 May 2007
Inspector	Shan Gwendoline Jones
Setting Address	Littlehampton School Nursery, Elm Grove Road, LITTLEHAMPTON, West Sussex, BN17 6AH
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Registered person	Littlehampton Day Nursery C.I.C
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 good.

WHAT SORT OF SETTING IS IT?

Littlehampton Day Nursery is privately owned. It opened in 2007 and operates from three rooms in Littlehampton School, Littlehampton, West Sussex.

A maximum of 41 children may attend the nursery at any one time. It is open Monday to Friday from 08:00 to 18:00 for 52 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 26 children aged from three to under five years on roll. Of these, six receive funding for nursery education. The nursery supports children with disabilities and learning difficulties.

The nursery employs 12 members of staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well being is fully promoted. They are learning the importance of good hygiene practices and personal care within their daily routine. Consistent adult support and guidance helps children gain an effective understanding of hygiene and a desire to maintain independence in their personal care. Children are protected from the strong sun because staff are well informed about healthcare. Children know to put on their sun hats and apply sun cream, before going outside into the garden on sunny days.

Children are well cared for due to the efficient procedures in place for first aid, accidents and medication, all of which are shared with parents. They are protected from unnecessary illness and are well cared for in emergencies as the setting has good procedures in place for accidents.

Children benefit from being provided with a wide range of cooked meals. These are supplied from an outside catering company, and place emphasis on supplying a healthy and nutritious diet that takes account of children's individual dietary needs. For example, cauliflower and new potatoes, cheese bake; children talked to staff about the vegetables in the bake and shared their food preferences. Staff liaise regularly with parents to ensure that babies' needs are met. Such as bottle feeding and weaning and that all children's individual dietary requirements are followed.

Children of all ages have ample opportunities to develop their physical skills, both indoors, and in the garden area. The learning environment is extended outdoors, offering the funded children a balance across the six areas of learning, for example, sand play and books. They are developing a positive attitude to physical exercise which is enjoyed on a daily basis. Children show great delight and excitement when playing outside. They are having fun and are becoming proficient at using ride on toys and balancing on the beams. Younger children have access to a secure outdoor area that offers a range of stimulating activities, they relish scooping up the dried pasta and running in and outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are suitably maintained, warm and bright. There is ample clear space for children to move around and play in safety. Children use a wide range of quality toys and equipment, which are safe and suitable for them. The staff complete regular risk assessments of the premises and for the safe conduct of outings and take suitable action to minimise the risk of accidental injury to children. They carry out daily checks on the premises and equipment and these usually identify any potential hazards.

Children begin to learn how to keep themselves safe as staff remind them to take care when out near roads and how to move safely within the premises. However, the emergency escape plan has not been practiced which could compromise the safety of children, should the need arise.

Children are well protected because practitioners have a clear understanding of their role with regard to child protection issues and know how to implement local procedures. The manager is keen to ensure all staff update their knowledge of child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are interested and engaged in their play and enjoy their time at the setting. The affectionate, gentle and highly stimulating care given by staff ensures that the younger children understand that they are valued by, and important to, their carers. For example, children were encouraged to communicate effectively, as the staff use a variety of strategies such as echoing, mirroring and clearly talking to the children.

Babies and young children are able to explore various materials because these are easily accessible to them. Children benefit from a reasonable amount of time to make connections, to be imaginative and creative in a secure environment. They experiment with colours while making marks on their papers with different sized crayons and pencils. Staff are committed to supporting the needs of the younger children, they have a sound understanding of the Birth to three matters framework.

Nursery education

The quality of the teaching and learning is good. Staff have an good knowledge and understanding of the curriculum for the Foundation Stage. A system is in place for the planning and evaluation of group activities. This ensures children receive a good balance of activities across the six areas of learning. However, the individual monitoring system is not routinely completed. This does not enable staff to track children's progress sufficiently and identify the next stages of their learning. Resulting in some gaps in how plans link in with children individual progress.

Staff are skilled at bringing out the natural learning opportunities in an activity, and can quickly see where a child is particularly absorbed, before following that child's own curiosity to extend his learning. Staff ask open questions that help children to think, reason and devise their own solutions to what they are trying to achieve. Children's development is therefore maximised; learning as they play in a very natural and unforced atmosphere.

Children concentrate well, showing good perseverance with activities. Pre-reading and writing skills are developed as they have plenty of opportunities to practise. For example, children select books for pleasure, and read to their friends as they run their finger over the print, thereby demonstrating that they understand that print carries meaning. However, during group story time some children loose interest and the activity does not meet the varying needs of the age range.

Children are able to match and compare sizes, small, big, weight and height. They are learning to count through practical activities for example, during cooking activities. Numbers are displayed providing good opportunities for children to become familiar with their shape and begin to understand their meaning. Children are investigating and exploring their environment. They are developing a good understanding of the world in which they live. Children use a range of equipment confidently and ask questions about why things happen and how things work, for example, how to operate a drill.

Children enjoy sensory experiences as they discuss the feeling of the 'custard' on their hands. Staff ask the children open ended questions to further their learning "how does the custard feel?" Children respond with descriptive words such as "slimy" and "cold". They further their sensory experiences as they play with water, sand and dough. The play room is a productive

environment where children feel valued and positive about their own skills and abilities. Learning is fun.

Helping children make a positive contribution

The provision is good.

All children are welcomed and encouraged to join-in and play co-operatively together. The setting encourages children to help and share. Staff talk with the children and their families about events at home, this helps to build positive and trusting relationships. Each child is treated as an individual, and staff work closely with all parents to ensure the children's needs are being met. Children have equal access and time to participate fully in the vast range of activities provided. They are able to enjoy a variety of multi-cultural resources, activities and planned themes, these help to develop their understanding of the world around them. For example, celebration of festivals such as, Kodomono-Hi, the Japanese children's day, raise children's awareness of cultures and beliefs. This positive approach fosters children's social, moral, spiritual and cultural development.

The nursery has clear procedures in place to support children with learning difficulties and disabilities, and those who have English as an additional language. Staff work closely with the parents and liaise effectively with other agencies.

Children's behaviour is handled sensitively and appropriately for their age. Good behaviour is reinforced with praise and encouragement. Staff use positive methods for recognition of their behaviour, for example a reward chart. Each funded child has a lily pad, when children are kind to each other, help tidy away or try hard at the activities they put a 'newt' on their 'lily pad'. When children have collected ten 'newts' then they get a special reward and a certificate to take home. This positive approach motivates the children to take responsibility for their actions. Children are kept active and busy and staff ratio is kept well within the recommended staff to adult ratio. They are seen to be kind to one another, to share and to take turns.

Partnership with parents is good. Children benefit from the effective partnership that staff enjoy with parents. All relevant information is exchanged verbally each day to ensure the child's needs are met. Written information is given to parents of younger children to ensure they are aware of what their child has eaten and how long they have slept. Parents of the funded children also receive a daily written report, which links in with their own developmental path. Policies and procedures are available for all parents to consult. A range of relevant information is also displayed on a notice board. Parents spoken to at the time of the inspection stated they were pleased with their children's progress and information they receive. They found staff to be friendly and supportive.

Organisation

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The manager works directly with the children and provides a good role model to the newly established staff team. She has a sound knowledge of the Foundation Stage of learning and continues to work with the team to develop planning and assessment methods. The setting meets the needs of the range of children for whom it provides.

Children develop a secure sense of belonging because the nursery is well organised and staff work with parents to ensure they have a good knowledge of children's individual needs.

Children's care and learning is enhanced by the deployment of staff in relation to child staff ratios which helps to ensure children's well-being. However, the role of the deputy has not been clearly defined in relation to her role and responsibilities in the absence of the manager.

All of the records, policies and procedures which are required for the efficient and safe management of the provision and for children's well-being are in place. However, some of the policies lack the necessary detail, the management team are currently reviewing the policies and procedures in line with the national standards for day care.

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 complaint 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 that emergency evacuation procedures are practiced with children, so they are prepared should an emergency situation arise and maintain a written record
- ensure there is a named deputy who is able to take charge in the absence of the manager.
- continue to develop written records, policies and procedures to enhance the efficient running of the business, promote the 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):

- review the operational plan and grouping of the children to offer more challenging experiences for the funded children and to meet the needs of the younger children.
(Also applies to care)

- improve assessment methods to ensure individual children's learning needs are fully met and ensure they identify the next steps for learning to help inform planning.

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