



Little Growbags

Inspection report for early years provision

Unique Reference Number EY294465
Inspection date 05 July 2005
Inspector Valerie Fane

Setting Address Hunters Moon, Bransford, Worcester, Worcestershire, WR6 5JB

Telephone number

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Registered person Jacqueline Ann Avins

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 Growbags Limited, trading as Little Growbags Nursery, opened in 2004. It operates from a two storey detached building in its own grounds, adjacent to the Bank House Hotel in Bransford, Worcestershire. There is an enclosed outside play area and parking facilities. All meals are provided.

There are currently 27 children on roll. Of these 6 receive funding for nursery education. The nursery is open 5 days a week for 50 weeks of the year from 08:00 to

18:00, closing for a week at Christmas, a week at Easter and on public holidays. The nursery supports children with special needs and would be able to support children with English as an additional language.

Six staff work at the nursery. Four staff hold an appropriate early years qualifications. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children gain a good understanding of a healthy diet. They have snacks of fresh and dried fruit and plain biscuits. They enjoy a varied menu of cooked main meals at lunch time that include plenty of vegetables. At afternoon tea time they have sandwiches and either fruit or yogurt. Babies needs are well met as staff discuss their routines with parents and accommodate their individual needs. The group is very committed to recycling and children enjoy helping to put material in the composting bin.

Children learn about the importance of good hygiene. They are able to visit the toilets independently but are given appropriate help and support when necessary. They are rewarded with stars when they first start potty training. The staff follow clear policies and procedures to ensure that they meet children's needs. They record any accidents that occur, keep detailed records of any medication given and always obtain the necessary signatures from parents.

All children in the nursery use the garden regularly. Younger children use a suitable range of outdoor toys but there is a limited range of equipment in the nursery garden to challenge older or more able children. The children benefit from occasional visits to the local park and will shortly begin weekly visits from Leaps and Bounds to provide further opportunities for physical exercise. On wet days the older children enjoy physical activities indoors such as using a hopscotch grid to practise balancing, hopping and jumping skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children use a good range of toys appropriate to their age and stage of development. Many toys are stored in clearly labelled containers at low level. Children are able to self-select toys and also help staff to get them out and put them away afterwards. All toys are clean and in good condition. The premises are clean and warm and decorated with many educational posters and attractive, clearly-labelled displays of children's work.

Risks of accidents to children are minimised because staff are generally vigilant and

make good use of risk assessments to reduce potential hazards. Children learn to keep themselves safe by following the example of the staff and through stories that reinforce messages such as stranger danger. The setting has a detailed emergency evacuation procedure that is made known to all staff on their first day of employment. However, the staff and children have only had one opportunity this year to practise the procedures and the manager has not kept a written record of the practice. Children sleep in cots or on sleep mats in two rooms upstairs. Children are safe when asleep because staff use baby monitors and check both rooms at ten minute intervals. Staff do not keep a time log of the checks. The nursery has a comprehensive child protection policy. The manager discusses child protection issues with new staff as part of their induction programme. All senior staff have attended child protection training.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery thrive in the warm, caring family environment. They relate very well to the staff and to each other. Babies play with brightly coloured sensory toys and benefit from good support from the staff in the baby room. They respond well to simple songs and rhymes and the older babies enjoy some planned activities such as finger painting animal pictures. However, the range and planning of activities could be expanded and linked to an appropriate framework such as Birth to three matters.

The 2-year-old children spend some time in their own base room and some time with the older children. They enjoy a good range of planned activities linked to the theme being used in the Foundation Stage. They help to make cakes and join in painting and craft activities such as hand printing and collage. Children in the after school club have their own toys including board games and playmobil and often choose to play outside.

Nursery Education

The quality of teaching and learning is good. Children are eager to learn because they are inspired by a broad range of stimulating activities that are related to their needs. They are developing sustained levels of concentration and are making excellent progress towards the early learning goals because the room supervisor has a sound knowledge of the Foundation Stage curriculum and a very good understanding of how children learn. She has developed a varied programme of topics and has produced clear plans that show how activities are related to the six areas of learning and ensure that children access a balanced curriculum. Children have their individual needs met because staff know children very well and adapt an activity to meet the needs of each child. For example children explore a lift made out of a pot and length of string over a pulley. Children discover how many plastic bears they can get in pots of different sizes, but the staff vary the activity for each child and encourage a younger child who is very keen on trains to use toy trains instead of bears to engage his interest.

Children learn to work together as they share toys and activities. They take turns to

share their news at circle time and enjoy listening to stories in small groups. They begin to recognise their names as they find their name cards to put on the star board. They learn to recognise letters and initial sounds as they colour pictures and relate their learning to practical activities such as 'e' for 'eggs' when cooking. They explore maths in many practical ways. Older children paint numbers with water on the patio and tell staff how many spoons they need to get out at snack time. Younger children count the number of eggs in the egg box when cooking and calculate how many will be left when they have put one in the cake.

Children take part in a mixture of adult and child-led activities during each session. Staff are aware of children's interests and needs and are skilled at asking effective questions that challenge children's thinking and language skills as they play. They use effective systems to observe, monitor and record children's achievements and to plan experiences to help them take the next steps in learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed in the nursery. They behave very well because staff have high expectations for their behaviour and always set a good example. Older children learn to negotiate with each other to share and take turns with toys. Staff praise good behaviour and reward older children with stars. Children applaud each other to celebrate their good behaviour and achievements. Children have very good opportunities to learn about themselves, each other and the world around them through planned activities, the use of music from different cultures and the celebration of different festivals such as Chinese New Year. They learn to take care of their environment as they help staff recycle rubbish in different containers and use the compost maker. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children with special needs have their needs met well. Staff discuss their needs with their parents and where appropriate seek help from outside agencies to help them provide better care. If staff have concerns about a child's development they will discuss their concerns with parents and agree appropriate monitoring or action.

The partnership with parents is good. Parents supply information about their child at the point of entry and for babies they give detailed information about their routines and development. Staff and parents have an ongoing verbal daily dialogue about each child's development and well-being. Parents of children in the Foundation Stage are involved in drawing up individual learning plans for their child. These include suggested activities for parent and child to do at home in each of the six areas of learning, but parents do not currently receive an overview of the Foundation Stage curriculum.

Organisation

The organisation is good.

The leadership and management of the group are good. The manager has a clear vision for the nursery that she has communicated clearly to her staff. She sets high standards and a good example and involves all staff in decision making so that they function well as a team. She is developing effective induction procedures for new staff and is establishing a good appraisal system where new staff have a review after their first three months and all staff will have an annual review. She has put much time and effort into working with the member of staff in charge of the Foundation Stage children to develop the curriculum planning for the older children. The number of children in the baby room has increased significantly in the last month and she now intends to focus on the development of planning and assessment for the babies and to complete a quality assurance scheme.

Children benefit from well qualified staff who all have regular opportunities to attend relevant courses to update their knowledge. All legally required policies are in place to ensure children's health, safety and well-being are promoted and only a few minor amendments to procedures such as staff attendance registers are needed. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable as this is the first inspection.

Complaints since the last inspection

Since 01 April 2004 there have been no complaints against the provider.

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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):

- provide regular opportunities for staff and children to practise emergency evacuation procedures and keep records of practices
- keep records of checks on sleeping children

- develop further the range and planning of activities for the younger children, for example by using 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):

- develop the provision of outdoor play equipment for older or more able children to develop their climbing, pedalling and balancing skills.

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