



Little Ones

Inspection report for early years provision

Unique Reference Number	EY285276
Inspection date	13 June 2005
Inspector	Rachael Williams
Setting Address	The Nursery, St. Pauls Road, Honiton, Devon, EX14 1BR
Telephone number	
E-mail	
Registered person	Little Ones Childcare 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 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 Nursery is one of four nurseries in the Little Ones Childcare chain. It is a purpose built setting situated in the St. Michael's area of Honiton, Devon. The nursery accommodates children from three months to five years in an open plan room which includes toilet facilities, kitchen, sensory room and a dedicated baby area. The nursery has an enclosed outside play area which includes an all - weather covered area. Children are escorted to local amenities such as the park and shops.

The nursery opens five days a week throughout the year. It opens from 08:00 until 18:00 daily.

At present there are 21 children from three months to five years on roll. This includes three children in receipt of government funding.

The nursery is led by three directors. Four members of staff work directly with the children. They all have relevant training in early years to level three standard. A curriculum manager, with an early years teaching qualification, supports the staff.

The nursery receive support from Zero to 14 plus.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive in a well maintained nursery where children enjoy a comfortable, clean and spacious environment. Children's social well - being is fostered through good interaction and support from the friendly staff for example, baby's babble is responded to well ensuring that they are acknowledged and their contributions valued.

Children are introduced to a healthy lifestyle through a range of nutritious snacks and meals which are adapted well to suit their individual requirements. Children's independence and sensory experiences are stimulated as they prepare the fruit each day and make decisions about what they eat. Mealtimes are a social time and children and babies interact well together to establish good relationships. For example, older children are very caring and loving and ensure that the babies have enough to eat.

Children learn the importance of good personal hygiene through well planned daily routines such as washing their hands before meal times and disposing of used tissues appropriately. Staff are good role models and explain why they need to wash their hands when serving food.

Staff in the baby unit have good knowledge of the babies in their care. They use an informative, daily record to ensure the babies remain healthy through establishing effective routines. For example, good sleep arrangements enable babies to rest when needed. Hygienic procedures, such as consistent nappy changing arrangements and the clear labelling of children's bedding, ensures that the children are protected from infection and cross contamination.

Older children benefit from an 'open door' policy where they can freely access the outside area and make decisions about their play, such as running up and down the mound of earth to catch a ball. However, there are limited opportunities for children to further develop their large muscle skills through the use of appropriate equipment and appropriate challenges.

There are good procedures in place to ensure children remain healthy and to prevent the spread of infection. Parents are well informed of health issues such as relevant information to prevent the spread of infection and informative guidelines on incubation periods and communicable diseases.

Staff have good knowledge of the children to ensure their emotional needs are sufficiently met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely around a safe, well-maintained environment which is spacious and light. Children understand the safety expectations and are actively involved in taking precautions, such as not pushing each other off the mound of earth. This is due to the clear information offered by staff and their effective deployment that ensures children are well supervised, for example, when accessing the outside area independently.

Staff are proactive when ensuring children's safety and act quickly on addressing issues which are pointed out to them, such as the security of the outside area. However, the setting is not sufficiently monitored to address these issues before they arise.

Children are protected well at collection as there are several precautions in place to ensure children are collected by appropriate adults. Suitable persons are listed on the registration form and staff are keen to meet them or to have photo identification. Alternatively a password system is agreed with the parent.

Children enjoy a range of prepared activities which are appropriate to their stage of development. Children access well chosen resources independently and are actively involved in making decisions about their play and learning. Children are confident to use the facilities independently which they are able to do safely.

Children's welfare is sufficiently safeguarded through staff knowledge of the signs to look for if child abuse is suspected and their knowledge of recording such incidents. Knowledgeable practitioners fully understand and follow comprehensive policies and procedures, such as daily risk checks, to ensure the continued safety of the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are settled and comfortable within the well organised setting. Strong links are established between staff and children which ensures they are confident and happy. Children are very sociable and benefit from enhancing their social skills through meaningful interaction with all ages during snack and meal times.

Independence is promoted well by skilful staff. For example, through 'plan-do-review' children make decisions about their learning and evaluate their enjoyment

successfully. Children and babies are encouraged to self select activities and resources and are supported efficiently by knowledgeable staff.

Children engage in a broad range of experiences which support the breadth of their development. Babies enjoy exploring the range of appropriate resources and are eager to be involved and attentive, exhibited in their screams and facial expressions. Staff are enthusiastic and have very good understanding of children's needs and their stage of development to help them progress. They involve younger children in well planned activities which children become engrossed in and show high levels of enjoyment, such as when exploring the sensory room where new skills are developed well.

Staff engage all the children, whatever their age, in meaningful conversations to stimulate language development, such as when changing nappies and responding to baby's babble when she becomes animated in re telling her favourite story.

There are excellent opportunities to support two year olds in their learning through enjoyable and fun activities, especially when developing their sensory skills such as through investigating size, texture and taste of a range of fruit. Activities are varied and imaginative helping children to explore and investigate the environment successfully for example, when searching the setting for specific coloured items in order to make connections with the environment. Such activities are evaluated well to ensure future planning addresses the needs of the children which is supported effectively by comprehensive individual learning plans.

Nursery Education.

The quality of teaching and learning for the funded children is good.

Staff have a good knowledge of the foundation stage curriculum. They are keen to keep abreast of educational issues and to develop new skills, such as training on how to carry out observations and use them effectively, in order to help children progress.

Children enjoy a wide range of well planned and interesting activities which help them make progress towards the early learning goals. However, there are limited opportunities for children to fully develop their large muscle skills and to express themselves freely through dance and music experiences. Staff skilfully adapt planned activities and are good at encouraging children to meet their full potential through the effective use of individual learning plans to identify needs. Comprehensive assessments effectively show how children are progressing towards the early learning goals. They are well supported by annotated examples of achievement and observations to ensure children's progress is monitored and developed fully. Staff deploy themselves well to support the children in their decisions and there is very good interaction to extend learning and understanding.

Children have a positive approach to learning and are actively involved in the stimulating experiences. Children are encouraged to play an active role in their learning through plan - do - review where they are encouraged to make choices and to evaluate their involvement and enjoyment. Children become engrossed in the

activities and show good attention spans, such as when a four year old engages in a cutting task for a prolonged period of time until it was completed. Through good relationships being established children are very settled and show confidence in accessing resources independently. Behaviour is good due to the use of appropriate strategies to develop cooperation and to encourage children to observe the boundaries.

Children respond well to the challenging questions from staff, such as when exploring texture and using their sensory skills. Children engage positively in regular conversations and have good communication skills. For example, when asking for additional resources and explaining what they would like in the beach shop. Through regular opportunities for children to use mark - making equipment, such as in their role - play, children handle pencils well showing good coordination for example, when labelling their drawings. There are good opportunities to encourage children's understanding of linking sounds and letters through experiences such as 'letter of the week'.

Children use counting and number recognition skills in games and activities well. Staff are good at reinforcing their learning through engaging them in everyday routines which helps promote mathematical skills. For example, at snack time a four year old is asked to count how many children are present, how many more bowls will be needed when the babies join them and are there enough cups for everyone to have one.

There are good opportunities for children to develop sensory skills through exploring and investigating a range of tactile experiences which stimulates their senses ,such as gloop, fruit and sea weed, where children are keen to be involved and use appropriate vocabulary to describe them.

Children develop imaginatively through the provision of a range of experiences for example, regularly changed role play areas which children are involved in creating. Children enjoy experimenting with colour, to mix primary colours and to create different shades. Children have access to a range of media and materials which helps them to develop imaginatively and to develop new skills effectively for example, blowing and splattering thin paint.

Helping children make a positive contribution

The provision is good.

Children benefit from effective and informative communication with parents to ensure their needs are met. Babies settle quickly and are well cared for. Staff work closely with parents to ensure they follow home routines efficiently and share achievements through a daily diary. An outstanding partnership with parents contributes significantly to all children's well being. Children are well cared for according to parent's wishes in a well organised environment. There is good provision to ensure parents are well informed about their child's achievements and development, such as through regular key worker discussions, parent evenings and consultation over individual learning plans. Parents are effectively involved in their child's learning and the development of good relationships for example, they contribute to the topic table and are actively

involved in the parent forum. Staff provide good information to parents about the foundation stage curriculum through involving them in curriculum evenings, such as phonic training, to ensure children's needs are met and to provide continuity in learning.

Children develop a positive attitude to learning and are keen to be involved. Through good relationships being established children are happy, settled and extremely confident. Staff value children's contribution and acknowledge their achievements through displaying their work effectively. Children's self esteem is excellent as staff are good at praising and encouraging them. Staff encourage children to observe the wider community through arranging visits and supplying appropriate resources to reflect the diversities in our society in order to support their enquiring minds. Staff have good knowledge of children's individual needs and monitor these effectively through good communication between themselves, children and parents and the continued use of comprehensive individual learning plans. Activities are adapted to meet all children's needs and to ensure their continued involvement. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children behave well as they understand the boundaries and expectations of staff. However, behavioural incidents are not sufficiently recorded for example, to show patterns in biting incidents. Older children are kind and considerate towards the babies ensuring their needs are met.

Organisation

The organisation is good.

Children are well cared for by skilful staff who take an active role in their enjoyment. Staff are well qualified in early years and are keen to attend relevant training which is effectively documented. Children benefit from staff who have good knowledge of their stage of development and individual needs to ensure they are looked after efficiently. For example, staff actively promote children's interests in appropriate activities.

The organisation of the nursery ensures children have ample space and good support from staff to play and learn effectively. Children use the environment independently and make decisions about their learning for example, when exploring the outdoor provision. Indoor and outdoor space is laid out well to maximise play opportunities for the children.

Leadership and management is good. The nursery is well led and managed by competent staff. There is good liaison between staff and the curriculum development manager to ensure planning reflects the needs of the children as identified on the individual learning plans. There are regular opportunities for staff to share good practices to ensure consistency.

Systems are beginning to be put in place to monitor the provision such as staff appraisals and peer observations. Monthly staff and planning meetings and weekly management meetings ensure children receive a consistent approach to their learning and development.

Effective induction procedures and clear policies and procedures ensure children are well protected. Documentation to safeguard children's well being is in place and stored securely and confidentially.

The good quality of the provision ensures that the needs of the children who attend are met well.

Improvements since the last inspection

This is the first inspection since registration in February 2005.

Complaints since the last inspection

There are no complaints to report since the nursery's registration.

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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):

- further develop the system to monitor the provision and the nursery education to ensure the needs of the children continue to be met

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 there are regular opportunities for children to be involved in activities to develop their large muscle skills and to engage in experiences that encourage free expression in dance and music

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concerns about inspectors' judgements which is available from Ofsted's website:
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