

# Little Ones Whipton

Inspection report for early years provision

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<b>Unique Reference Number</b>	105878
<b>Inspection date</b>	08 January 2008
<b>Inspector</b>	Julie Neal
<b>Setting Address</b>	St Boniface Hall, Pinhoe Road, Exeter, Devon, EX4 8AF
<b>Telephone number</b>	01392 670111
<b>E-mail</b>	
<b>Registered person</b>	Little Ones Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Little Ones Day Nursery occupies a large church hall, which is situated in the Whipton area of Exeter. There are two separate children's areas which have been created in the room, one for pre-school children and toddlers, and the other for babies. There is also a bathroom, baby changing facilities and baby sleep room. The nursery has a kitchen where children's meals are cooked. Children have access to a large, securely fenced and equipped outdoor area.

The nursery was registered in 2001 and is registered to provide care for a total of 36 children. There are currently 65 children on roll, 20 of whom receive nursery education funding. The nursery is open Monday to Friday from 07:45 to 18:00 and is open all year round except for bank holidays and Christmas week.

Little Ones is run by a limited company that also manages four other nurseries in the Exeter area; the two managing directors have regular daily input in running the nursery. There are 12 staff employed at Whipton to work with children. All have appropriate early years qualifications. A cook is also employed. Staff have experience in caring for children who have learning difficulties and disabilities as well as English as an additional language.

The nursery receives support from the local authority, and belongs to the National Day Nursery Association. The nursery gained 'Quality Counts' accreditation in February 2004 and the Investors in People award in March 2004.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's health is extremely well supported by the very good routines and the excellent implementation of sickness policies and procedures by staff. Children experience a very clean and hygienic environment where staff take care to maintain cleanliness and thus prevent the risk of cross infection. For example, toilets and washbasins are checked and cleaned frequently, and standards of hygiene in the kitchen are excellent. Children learn to manage their own personal hygiene very well. For example, younger children are shown by staff how to wash their hands very thoroughly, lathering soap and scrubbing well; older children clearly understand why it is important to wash their hands at certain times, such as after using the toilet, and they talk knowledgeably about germs. Documents that support children's health and wellbeing are extremely clear. For example, records of accidents, and of any medicines administered, are very well maintained. All staff have appropriate first aid qualifications, ensuring that, in the event of an accident or emergency, children receive prompt and appropriate treatment.

Meals and snacks are provided by the nursery, these are extremely well balanced and nutritious, and children thoroughly enjoy mealtimes. Menus are very well planned to ensure that children have a varied diet, and they are provided with an excellent choice of fresh vegetables and fruit at mealtimes. All meals are home cooked using fresh ingredients, for example, sauces for pasta are made with fresh vegetables and herbs; cakes and pies are home made. Individual dietary requirements are catered for very well, for instance, vegetarian children have a suitable substitute such as Quorn for roast meat or in bolognese sauce, and the setting has good experience of catering for children with a variety of medical, cultural and religious diets. Children have access to fresh drinking water at all times and older children independently help themselves. Babies and younger children are regularly offered drinks from their bottles and cups so they are not at risk of becoming thirsty or dehydrated. Staff work very closely with parents to ensure that very young children's dietary requirements are met as they grow and develop, for instance, as they move towards independence and begin to feed themselves.

The health benefits of fresh air and exercise are promoted exceptionally well and children have excellent opportunities to play outside several times a day. Children make very good use of the outdoor area, initiating their own play as they ride bikes, run and jump, and they happily organise games of 'tag'. Staff plan activities that encourage the development of particular skills and physical co-ordination, for example, using ball games to monitor children's progress as they kick, throw and catch, and using balancing equipment and climbing apparatus to assess children's confidence and control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The physical environment is extremely well organised, in and out of doors, to meet the care, learning and developmental needs of children. The premises are bright and welcoming and very child friendly, taking very good account of the ages and developmental stages of children using each area. For instance, the needs of babies and young children are given very good

consideration in the way that the premises are organised, with a cot room and other quiet areas organised so that children can nap when they choose. Sleeping children are monitored very well to ensure they are safe at all times. Good everyday routines support children's safety, for example, adults do not wear shoes in the baby room so children can play on the floor without risk to health or safety. Excellent organisation of the extensive range of resources means that all children have extremely good access to a very wide variety of toys and equipment, appropriate to their age and stage of development. This means they are consistently encouraged to make choices in their play and so confidently self select toys and activities from a very young age.

Children are safe and secure because the staff team are vigilant and implement the setting's health and safety procedures extremely well. Excellent risk assessments are made of all areas of the provision, and these are combined with rigorous daily routines that ensure children's safety. A regular analysis is made of any accidents to children, as part of the risk assessment process, ensuring any potential links to particular activities or equipment can be quickly identified and dealt with. Children learn very well about personal safety. They take part in regular fire drills and know emergency evacuation procedures. They learn simple road safety and very good organisation means they are safe on excursions and walks in the local community.

The staff team's excellent understanding of child protection issues also supports the safety and wellbeing of children. They have completed external training in this area and show themselves to be extremely well informed. All staff have very good knowledge of the settings child protection procedures and are confident in their awareness of their responsibilities to act if they have concerns regarding abuse and neglect, in order to safeguard children.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children immensely enjoy the excellent range of stimulating activities that encourage progress and development for all ages. Children are actively encouraged to make choices in their play, and they very confidently move freely between activities as they eagerly explore resources. Staff have an excellent understanding of how children learn and develop, and this is demonstrated in the extremely effective way they monitor children's progress and use their very good observations and knowledge of individual children when planning activities. This ensures that activities provide rich and worthwhile play and learning experiences for all children attending. Children of all ages are encouraged to initiate and develop their own play and staff support their ideas very well. For example, very young children are looking at themselves in a mirror with a member of staff, pointing to their eyes and other facial features, when they suddenly realise the mirror is steamed up. The member of staff shows them how it is their breathing that clouds the mirror and children delightedly blow on the mirror and use their fingers to make marks. Children are enthusiastic participants in play and confidently make suggestions about what they want to do and particular resources they want to use. For instance, children take a dynamic role in discussing and planning the fruit and vegetable patch planned for the newly landscaped garden.

### **Nursery Education.**

The quality of teaching and learning is outstanding and children make excellent progress towards the early learning goals in all areas of learning.

Staff demonstrate an excellent knowledge and understanding of the Foundation Stage curriculum and they implement this extremely well in providing high quality learning experiences for all

children. Children are challenged very well because planning is excellent, focusing on the individual child and ensuring that opportunities for development are clearly identified. For example, all children have an individual learning plan that focuses clearly on their specific needs and identifies areas for individual challenge. Excellent observations are made of children's participation, of what they do and how they achieve. These are used extremely well to provide evidence of their very good progress in learning. Staff monitor children's progress extremely well and use their knowledge most effectively in planning the next steps for individual children. Staff demonstrate their excellent understanding of how children learn and develop through play in the confident way they encourage children to take the lead and develop activities. For example, children have been exploring different types of beans, looking at the sizes and colours and relating them to the story of 'Jack and the Beanstalk'. Children decide the beans would make interesting pictures and they quickly organise paper and glue, and become absorbed in their creations.

Children are extremely confident and happy. They enthusiastically enter the setting and are very keen to explore activities and resources. They concentrate very well at chosen activities and benefit from the unhurried atmosphere where they are given sufficient time to complete tasks to their own satisfaction. Children are extremely confident communicators who relish opportunities to share their thoughts and ideas. They enthusiastically contribute to discussions, for instance, at circle time and around the meal table, happily talking about their families, their pets, and favourite toys and games, and demonstrating a very good descriptive vocabulary. Children link sounds and letters very well, for example, confidently identifying a wide range of items that begin with a chosen letter. Children write enthusiastically, benefiting from the excellent opportunities to practise their writing and mark making skills in different contexts. For example, children make lists of who is at each table, children use pads and pens to take notes in role play, such as telephone messages and making shopping lists, they write their names on their artwork. Some children's letter formation is extremely good. Children are developing excellent mathematical skills in all areas. They count very confidently because counting is part of everyday routines, such as counting the numbers of plates needed and children present. Their knowledge of simple calculation and mathematical problem solving is extremely good. For example, while investigating different types of beans, children identify that some are larger than others, they calculate the amount of smaller beans they need to weigh the same as a cup of large beans. They lay beans in a row and estimate how many more they will need to make a triangle or a square shape. Children make very good use of the wide range of construction materials available to them, for instance, designing and building castles and garages using Duplo and Lego. They work extremely well together and use their problem solving skills creatively. For example, children decide to build a railway track and have an animated discussion about the number of bridges they should include, they consider the space they have available to use and agree that they cannot add another bridge because this will make the overall track 'too big'. Children use a good variety of everyday technology and programmable toys with immense confidence and with manual dexterity. For example, they enthusiastically use remote controlled bugs and beetles, and manipulate the controls very well as they move these around the room. They are confident in the use of digital cameras and have regular opportunities to use the setting's laptop for specific projects. Activities that encourage children's awareness of the wider world and other cultures are well organised so that they are meaningful to them. For example, children learn about festivals relating to different cultures, learning about places in the world where these are celebrated and exploring the different foods eaten. They explore each others' home cultures and traditions, for instance, learning simple songs and listening to stories from different places. Children's hand-eye co-ordination is very good because children have free access to a wide range of tools and equipment that promote

this. For example, they use pencils, paintbrushes, scissors, glue sticks, and dough cutters purposefully and with control. They use toolkits containing screwdrivers and spanners, and very purposefully 'fix' items, such as the bookcase during role play. Children are actively encouraged to express themselves creatively and they delight in taking part in imaginative play where they consolidate what they learn. They make extremely good use of resources, such as small world figures and develop their own complex scenarios. Children thoroughly enjoy dressing up and using role play resources, such as the extremely well equipped home corner, to develop their ideas. Children have very good opportunities to use an excellent variety of media and materials to freely express their thoughts and ideas. They enthusiastically create their own pictures, designs, and sculptures using paints, clay, dough and recycled materials and are actively encouraged to make their own representations.

### **Helping children make a positive contribution**

The provision is outstanding.

Children of all ages have their individual needs met exceptionally well, which results in happy contented children who are extremely confident. Excellent settling in procedures allow children time to become familiar with the setting and key members of staff involved in their care, which enables them to quickly feel secure. Staff have an excellent understanding of equal opportunities and promote an extremely inclusive environment for children. This is demonstrated in the respectful way children from different cultures and communities, and those for whom English is an additional language, are supported. For example, posters are displayed in children's home languages and staff learn simple everyday words and phrases to ease communication with children and make them feel secure and at home. Stories and songs from children's cultural traditions are introduced into the nursery and these are supported by books in children's home languages. Staff focus exceptionally well on the individual needs of children throughout the setting, which ensures that children of all ages and abilities are enabled to develop and achieve. Children with learning difficulties and disabilities make very good progress in their development and learning. Staff work extremely well with parents and other professionals to plan and organise activities and resources that encourage participation. For example, identifying in each child's individual learning plan where support, such as aids to mobility or communication are needed. Inclusion is promoted very well with children as part of everyday routines. For example, children throughout the nursery learn to use sign language, starting with basic 'sing and sign' for babies and progressing to simple Makaton for older children. Pictorial timetables are used with all children to provide a simple, effective means of reminding them of daily routines.

Children's behaviour is excellent. They know the 'golden rules' of the nursery, which are based on safety and respect, and they have a very good understanding of why these are necessary. They relish the responsibility they are given, for example, they take their roles as special helpers very seriously. Mealtimes are used very well to teach good manners and to encourage children to show care and concern for each other. For instance, lunchtime is very sociable, with babies, older and younger children, and adults all sitting together for their meal. Older children are very helpful, for example, pouring drinks for younger children and passing napkins, and helping to clear dishes away. Staff are extremely positive in their interactions with children, they are calm and encouraging at all times. Babies and younger children are happy and content because their individual routines are met, they receive lots of warmth and affection from a consistent group of adults and thus they feel secure and confident. Older children are consistently engaged in interesting and challenging activities, they are listened to and their ideas respected, therefore, they do not become bored or frustrated, which supports their very good behaviour.

Children's spiritual, moral, social, and cultural development is fostered. Children take part in interesting activities that develop their awareness of their own and other communities and cultures. They have access to a very good variety of resources that reflect cultural diversity and use these freely in their play.

Staff work extremely closely with parents to ensure that individual children's needs are met. Excellent settling in processes ensure parents have the opportunity to spend time in the nursery with their children, and getting to know key staff involved in their children's care. Parents are very well informed about their children's day. Comprehensive information is displayed regarding daily routines and current activities, and individual diaries provide parents with an overview of their child's day, including what they have done, how long they have slept, and what they have eaten. Policies and procedures that underpin the care of children are displayed and accessible to parents. A very informative pack is provided for parents, that includes information about the setting, staffing, and how children learn through play.

Partnership with parents and carers of children in receipt of early education is outstanding. Parents understanding of, and involvement in their children's learning is extremely good. Frequent opportunities are provided for parents to discuss their children's progress with staff and they are actively encouraged to participate in their children's learning. For instance, notice boards and individual learning plans are used most effectively to provide suggestions for simple activities that parents can do at home with their children that will enhance what they learn at nursery. Planning is clearly displayed so parents can see how the activities their children take part in link with the Foundation Stage curriculum and the different areas of learning. Photographs of children engaged in activities are used very well to illustrate how children learn through play.

## **Organisation**

The organisation is outstanding.

The provision meets the needs of the range of children for which they provide. Children of all ages benefit from the excellent organisation of space and resources that provide a variety of play environments. Robust employment procedures ensure that all staff employed are suitable to work with children. Staff demonstrate excellent knowledge of the setting's well written operational plan and related policies and procedures, and implement these most effectively to ensure that children are kept safe and well. All documentation supporting the care and wellbeing of children is extremely clear and well maintained. There is a strong emphasis on reflective practice throughout the setting with staff making excellent evaluations of what they do in order that children continue to flourish. A key worker system is used throughout the nursery and this is extremely effective in enabling children's individual development to be monitored. For example, staff working with younger children make excellent use of the 'Birth to three matters' framework as they assess the progress of each child, and they use this knowledge effectively to plan activities that encourage and challenge children well. Children benefit from very good staff ratios, usual practice in the setting being that at least one member of staff is supernumerary. This means that children have good access to adult support.

The leadership and management of nursery education is outstanding. Strong systems of staff appraisal and self evaluation ensure that areas for development are quickly identified. Commitment to training and development means that children benefit from skilled practitioners who are confident in their implementation of the Foundation Stage curriculum, therefore, children make excellent progress towards the early learning goals. Monitoring systems are very good and are used extremely well to identify the next steps in children's learning. Children's

assessment records contain clear evidence of the excellent progress they make in all areas of learning. These are extremely well organised and kept up-to-date, and so provide an excellent record of each child's individual progression and achievements.

### **Improvements since the last inspection**

At the last inspection, recommendations were made regarding the improvement of care and nursery education. With regard to care, it was agreed to ensure a consistent approach to the frequency of checking sleeping babies. This has been done and all staff conduct checks on sleeping children every ten minutes, which are recorded.

With regard to nursery education, it was agreed to develop systems of planning and assessment, ensuring all children have sufficient challenge, and to ensure incidental learning opportunities are not overlooked, with particular regard to mathematics. These have been addressed. Individual learning plans have been introduced for all children, ensuring a strong focus on each child's specific learning and development needs. Assessment records are very good, they are well evidenced and clearly reflect the excellent progress children make towards the early learning goals.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)