

# Little Ted's Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362723
<b>Inspection date</b>	17 June 2008
<b>Inspector</b>	Emma Bright
<b>Setting Address</b>	Chewells Lane, Haddenham, Ely, Cambridgeshire, CB6 3SS
<b>Telephone number</b>	01353 741765
<b>E-mail</b>	
<b>Registered person</b>	Partnership of Little Ted's Day Nursery
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Little Ted's Day Nursery is privately owned. It opened in 2007 under new management and operates from a mobile building. It is situated in the village of Haddenham, near Ely, Cambridgeshire. A maximum of 28 children may attend the nursery at any one time. The nursery is open five days a week from 07:45 to 18:00 all year round. All children have access to an enclosed outdoor play area, which is shared with the adjacent pre-school.

There are currently 59 children aged from six months to under five years on roll. Children come from the local area. The nursery currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The nursery employs 10 staff. Of these, nine hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about personal hygiene through regular routines such as washing their hands before eating and after using the toilet. Older children competently explain that 'You put your hand over your mouth when you cough so people don't get your cough'. Children are well cared for if they become unwell or in the event of an accident because clear information is gathered from parents and records are in place to make sure that appropriate care is given. Accurate details of children's medical needs are recorded and staff are aware so that they can act swiftly in an emergency. Children run around and exert themselves outdoors, which helps them to learn the importance of regular fresh air and exercise. They develop physical coordination as they pedal their cars and speed along on their scooters. This helps children to develop good muscle control and develop a sense of well-being.

All children enjoy sufficient quantities of food and drink; they enthusiastically tuck in to the meals provided and some children ask for second helpings. Well planned menus provide balance and variety which ensure that children's nutritional needs are well met. Children benefit from the range of good quality meals, which help them to understand about making healthy choices. Staff are clear about babies' dietary needs as they gather information from the parents for example, when babies are ready to be weaned onto solids. This ensures that babies' nutritional needs are safely met. Children's individual dietary needs are met as clear information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely.

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

The provision is satisfactory.

Children are cared for in a generally welcoming environment; they move around safely in the space provided under the constant supervision of the staff. However, the outer door is not sufficiently secure which means children could potentially leave the premises unaccompanied. Children and adults practise the fire drill regularly so they know what to do in an emergency. Children are beginning to learn about keeping themselves safe as staff explain the dangers to them to ensure they learn how to avoid accidental injury. Accidents and incidents that effect children's safety are recorded appropriately and shared with parents.

Children play with a sound range of equipment and resources that is appropriate for their age and stage of development. Resources have been chosen to support children's play; they are cleaned and checked regularly to ensure that they remain safe and in good condition. Children are protected and kept safe from harm as staff understand their role in child protection. They attend regular training in child protection to ensure their knowledge is up to date and a designated person ensures that any concerns are dealt with. This means children's welfare is safeguarded.

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

The provision is satisfactory.

Children are warmly welcomed as they enter the nursery. Staff are friendly and caring and children enjoy positive relationships with adults and each other. Babies and toddlers also benefit from the suitable support offered during their activities and their early communication skills

are developed through warm interaction with the staff, who respond to them with respect. Children are interested in the suitable range of activities and resources on offer and are excited by activities that offer challenge and stimulation. However, some resources and activities both indoors and outdoors are not used imaginatively or creatively. This means children do not benefit from a rich learning environment that enables them to develop their independence, follow their own interests and begin to direct their own play.

#### Nursery Education.

The quality of teaching and learning is inadequate. Staff do not have a sufficient knowledge of how to put the Foundation Stage into practice; they do not fully understand how the activities they provide contribute to children's learning or how children learn through practical activities. This lack of knowledge means that not enough activities are planned to truly interest the children and extend their capabilities. As a result children are being given too few opportunities to acquire new knowledge and skills and this does not meet their developmental needs. Staff make regular observations of children at play and use these observations to monitor children's progress towards the early learning goals. They plan the next steps for children's learning by identifying stepping stones that children need to meet. However, they are not effective in using their observations of what children enjoy and do well to plan activities on a day-to-day basis. As a result, activities lack interest and challenge for individual children.

Children manage most personal tasks independently such as using the toilet and washing their hands; they concentrate on tasks that interest them and demonstrate pride in their achievements announcing 'I built it all by myself'. However, they are unable to pursue their own interests for much of the day as they have fewer opportunities to choose additional resources to support their play. In addition, activities that are adult-led do not provide sufficient challenge for children. Children communicate confidently with adults and each other and they are eager to share what they know. For example, they discuss elements of the story such as what bears eat and decide that 'bears don't eat mummies and daddies'. However, children's early writing skills are not catered for appropriately; there are limited accessible resources for children to practise mark making in a variety of everyday or role play situations. In addition, activities which prepare children for early writing are inappropriate and this hinders the development of children's early writing skills.

Children demonstrate an understanding of numbers and counting. They use numbers in their play to explain that 'nine minutes is a long time' and charge 'fifty pounds' for a holiday. However, staff do not give sufficient attention to encouraging children to compare numbers with objects or learn when numbers are the same in practical and interesting activities that challenge children and help them to think. Children show great interest in range of sea shells; they put them to their ears and note that they can hear 'a rushing noise in the shell'. However, children are not encouraged to investigate or discover things independently in a range of exciting and stimulating activities. Children have limited opportunities to express their imagination in creative activities such as role play and art. Although children show an interest in art activities they have fewer opportunities to express and develop their own ideas because adults are over concerned with the end result and fewer resources are available. This means children have insufficient challenge and it inhibits their ability to create, experiment and learn independently. Overall children do not make good enough progress in all areas of learning.

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

The provision is satisfactory.

Children benefit from the good settling-in procedures to support them in the transition between home and nursery. Parents speak appreciatively of the support of staff when their children start at the nursery and this ensures that children feel secure and settle readily. Parents receive information about the setting on the notice boards and through newsletters so they know about activities and events. They have daily opportunities to discuss their child with staff and receive written information about their daily routine.

Children's spiritual, moral, social and cultural development is not fostered. Although children behave well and older children demonstrate an understanding of the rules for good behaviour, staff do not consistently use effective strategies. For example, some staff repeat instructions, particularly at lunch time, such as 'sit nicely' rather than engage positively with children whilst they are sitting and waiting. A suitable system is in place to support children who have learning difficulties and/or disabilities.

The partnership with parents and carers of children in receipt of early education is inadequate. Parents have fewer opportunities to share what they know about their child and to support their child's learning at home. This means they are not always aware of how activities help children learn and make progress towards the early learning goals. As a result children do not benefit from the sharing of activities with their parents that enhances their learning.

## **Organisation**

The organisation is satisfactory.

Children are happy and content as staff have developed warm and caring relationships with them. All policies, records and procedures are in place and stored securely with the appropriate regard for confidentiality. Sound recruitment procedures ensure that the staff are vetted, which ensures children are protected and most staff hold early years qualifications. However, the system for monitoring hygiene procedures in the baby and toddler rooms is not fully developed, which potentially affects children's health. Overall children's needs are met.

The leadership and management of early education is inadequate. Too little is done to ensure that the range and quality of activities for all children is good enough and this has an adverse effect on their learning and development. Although staff are appropriately qualified the provider has not ensured that they have sufficient knowledge of the Foundation Stage to help children achieve well. The lack of clear direction and systematic monitoring of teaching and learning means gaps in children's learning continue unnoticed. Consequently this compromises children's ability to make satisfactory progress in their learning.

## **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 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 inadequate - notice of action to improve.

### 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 the premises are secure so that children cannot leave unaccompanied
- make more effective use of the outdoor space, improving the range of outdoor resources so that all children are provided with appropriate and challenging learning experiences
- develop activities and everyday routines so that all children benefit from a rich learning environment and they are consistently challenged (this also applies to nursery education)
- improve the system for monitoring hygiene procedures to ensure staff are aware of the importance of good hygiene practice in the baby and toddler rooms.

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

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's knowledge and understanding of the Foundation Stage to improve the quality and consistency of teaching and children's learning
- improve the system for curriculum planning: use observations and assessments of children's progress to plan activities that build on children's existing skills and interests and provide appropriate challenges
- develop systems to gather information from parents so that they can share what they know about their child and develop further opportunities for parents to be involved in their child's learning
- continue to develop systems for monitoring and evaluating the provision for early education so that staff can share good practice and children benefit from further challenge.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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)