

Little Ones Honiton

Inspection report for early years provision

Unique reference number EY285276
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Inspector Julie Neal

Setting address The Nursery, St. Pauls Road, Honiton, Devon, EX14 1BR

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Ones Nursery is one of five nurseries in the Little Ones Childcare chain. It is a purpose-built setting situated in the St Michael's area of Honiton, Devon. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It may provide care for a maximum of 33 children in the early years age group. Overnight care is not provided. The nursery accommodates children 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 46 children from three months to five years on roll. This includes 12 children in receipt of government funding.

Little Ones Childcare is a limited company. Eight members of staff are employed to work directly with the children, seven of whom have relevant training in early years to level 3 standard, and one who is currently working towards this. A curriculum manager, with an early years teaching qualification, provides additional support. The setting also employs a cook and an administrator. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Excellent systems are in place to ensure that individual children's needs are understood, and extremely effective processes of planning and assessment ensure they consistently make very good progress. The outstandingly inclusive environment enables all children, including those with specific learning and development needs, to thrive. Extremely good systems of self evaluation ensure that all aspects of children's welfare, learning, and development, are frequently reviewed and so remain effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- how to further develop systems of self evaluation, in order to reflect children's involvement in the process.

The leadership and management of the early years provision

Leadership and management within the setting is excellent, and is extremely effective in promoting children's welfare, learning, and development. Robust systems of employment ensure that staff working with children are suitable to do so. Very good systems of induction ensure all staff have an extremely thorough

understanding of routines, policies and procedures. This is demonstrated in their excellent knowledge of safeguarding procedures in the setting, and the action they should take, should they have concerns regarding abuse or neglect. A strong commitment to staff development and training has resulted in a team of highly skilled and enthusiastic practitioners. Inclusive practice is a major strength of the setting. For example, all members of staff learn British Sign Language, which is used in conjunction with the spoken word in everyday contexts with children of all ages. As a result, children who have difficulty with using speech as their main form of communication are enabled to participate effectively. Parents' views are respected and staff ensure they work very closely with them in order to meet the individual needs of each child. Extremely high quality information is provided to parents regarding all aspects of the provision. Excellent use is made of newsletters and notice boards to provide information about current activities, and forthcoming events. Some children attending the nursery also spend time with other childcare providers, such as pre-schools or childminders. Staff have made links with these, in order to facilitate sharing of information and support consistency of care, learning and development.

There are excellent systems in place to evaluate the effectiveness of the provision in promoting children's welfare and learning. Directors and senior managers actively involve all staff in the evaluation process. For example, at team meetings, the self evaluation form is used as a focus for discussion as staff consider 'what is it like to be a child in this setting'. Identified areas for improvement are seen as a positive challenge. For example, at the last inspection, recommendations were made to develop systems of planning and of monitoring children's progress. These have been addressed extremely well, with planning and assessment processes now being very good. Parents views are sought in different ways, for example, through the use of questionnaires, a comments box, and at meetings with key-workers, when they discuss the individual needs and progress of their children. Staff value children's opinions and they take note of their interests, thoughts and ideas, which are used well in planning activities and the use of resources. However, they had not recognised children's contributions as part of the overall self evaluation process.

The quality and standards of the early years provision

Children of all ages immensely enjoy the excellent variety of stimulating activities that promote individual development and learning. Extremely good use is made of the physical environment in order to present children with a variety of learning experiences as they move between rooms, or flow between indoors and outside. Resources are plentiful and extremely well organised in all areas to provide children throughout the nursery with plenty of choice. For example, excellent organisation of toys in the baby area, combined with low level mirrors and sensory materials on the walls, invites very young children to investigate and explore. Planning is extremely thorough, and ensures all children benefit from activities that develop their skills in all areas of learning. Staff are very secure in their understanding and implementation of the Early Years Foundation Stage. They make extremely good use of planned activities, and informal opportunities that arise in play, to challenge and extend children. For example, a brief discussion with children about a 'sink or float' activity results in them making many suggestions about items to test, they go

and find these, and organise their experiment. Staff suggest that children may like to keep a chart to show which items sink and which float. Children respond enthusiastically to this idea and take turns to mark the chart, writing purposefully and confidently.

Staff make very good observations of children, and these are used most effectively in monitoring their individual learning and development. Records of children's progress are extremely good, staff ensuring these are kept up to date and so provide clear and accurate evidence of each child's individual learning journey. All children have individual learning plans, these highlight key objectives for each child, and are reviewed and discussed with parents. This ensures that parents have a very good understanding of their children's strengths, and areas for development, and provides opportunities for them to discuss activities that children can do at home to further promote individual learning.

All aspects of children's welfare are promoted extremely well. They are cared for in a safe and secure environment where excellent systems of risk assessment, and very efficient daily routines, protect them from harm. Children are protected from the risk of illness and cross infection because of the excellent implementation of health and hygiene procedures throughout the nursery. Children thoroughly enjoy the extremely well balanced and nutritious meals and snacks. The very well organised 'café' style snack period is used most effectively by staff to encourage children to develop practical skills such as pouring, spreading and cutting. Children are extremely well behaved. They benefit from the excellent role models provided by staff, who are consistently calm and warm in their interactions with children, listening to them and respecting their thoughts. This results in children who are kind and helpful, with older children showing care and concern for younger friends.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection, there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

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.