

# Little Growbags

Inspection report for early years provision

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<b>Unique reference number</b>	EY294465
<b>Inspection date</b>	18/12/2008
<b>Inspector</b>	Valerie Fane
<b>Setting address</b>	Hunters Moon, Bransford, Worcester, Worcestershire, WR6 5JB
<b>Telephone number</b>	01886 833379
<b>Email</b>	
<b>Type of setting</b>	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).

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 Growbags owned by Little Growbags Limited was registered in 2004. It operates from a two storey detached building in its own grounds in Bransford, Worcestershire. The setting is accessible to all children with the baby unit situated on the first floor. There is a fully enclosed area available for outdoor play.

The group opens Monday to Friday all year round except for a week at Christmas and at Easter. Sessions are from 07:45 until 18:00. Children are able to attend for a variety of sessions.

A maximum of 37 children may attend the setting at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 11 members of childcare staff. Of these eight hold appropriate early years qualifications. One member of staff has Qualified Teacher Status. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Children settle well in this friendly nursery and form close relationships with the staff. The owner makes some use of self-evaluation to identify areas for improvement in the provision and as a result children make good progress in their learning and development. However, she has not carried out a thorough evaluation of the welfare requirements of the EYFS and ensured that these are fully in place in the nursery so children's welfare is compromised in two respects. Children's personal needs are met because the staff's practice is inclusive and the well-managed key person system ensures that individual attention is given to all children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain accurate daily records of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 05/01/2009
- ensure that information is in place for all children 05/01/2009

about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

To improve the early years provision the registered person should:

- improve the behaviour management strategies used at circle time for the older children
- develop the opportunities for partnership working where children receive care and education in more than one setting
- improve the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement.

## **The leadership and management of the early years provision**

The manager has begun to carry out a self-evaluation of the nursery provision and is involving staff and parents in the process. However, she has not included a thorough evaluation of the new welfare requirements of the EYFS to ensure that these are met. As a result, children's welfare is compromised because accurate records of children's hours of attendance are not consistently maintained and the manager does not ensure that information is in place for all children about who has legal contact with the child and who has parental responsibility for the child. Ongoing improvements have been made in some areas since the last inspection and the recommendations that were made have been met well. Current plans include an extension to the outside play area to provide a 'We're going on a bear hunt' garden to extend children's opportunities for outdoor play and exploration.

Children are safeguarded because all policies are in place. Written risk assessments are reviewed regularly and daily safety checks of the premises are carried out by the owner at the end of each day. All management and staff have a robust knowledge of safeguarding procedures and know what action to take should they have concerns about a child in their care. They co-operate with external agencies when they are involved in particular child protection concerns.

Children thrive with good continuity of care between home and nursery because staff work in close partnership with parents and carers. Children benefit from excellent settling-in routines that are adapted to meet their individual needs and to alleviate any concerns felt by parents when leaving children for the first time. They are able to continue their learning at home because parents receive a detailed daily diary sheet about daily routines and anything significant that children have enjoyed or learnt. Staff talk to parents each night when they collect their children and an annual parents' evening provides parents with a more formal opportunity to discuss children's progress. Some children who also attend other early years provision benefit from partnership working because the nursery has good links with one local provider. However, there are a few children attending other settings who do not benefit from regular exchange of information between the nursery and those providers. Children with specific learning difficulties and disabilities make

good progress because wherever possible staff work closely with external agencies and services to support their individual needs.

## **The quality and standards of the early years provision**

Children of all ages enjoy interesting planned activities that are appropriate to their age and stage of development and are adapted to meet their particular learning needs. Staff observe their progress and use the observations to inform their planning. This is particularly effective in the baby room. Babies have regular opportunities to explore different textures and to use their senses in their play. They use touch and taste to investigate media such as play dough or baked beans. They love listening to music and staff encourage them to try to clap to favourite songs. Older children are confident communicators and staff make good use of conversations to develop children's thinking and problem-solving skills. For example, staff decide that they have left their 'listening ears' at home and encourage children to plan how they can fetch them and how long it will take.

Children develop their understanding of healthy lifestyles. They have regular times for outdoor play. They learn to warm up their bodies with simple exercises. They take part in listening games that also support their colour recognition as they move round the play area in different ways and then run to find a cone of a particular colour. They enjoy healthy snacks and main meals with an interesting variety of menus. Older children develop self-help skills as they pour their own drinks and staff make good use of every day routines to support children's mathematical learning. For example, older children count how many of them are present, decide that they need the same number of plates and count out the correct number.

Children generally behave well and develop the habits and behaviour appropriate to good learners. They learn to share toys and staff make good use of positive reinforcement strategies to encourage good behaviour. They also use a range of appropriate strategies to manage unwanted behaviour. These include encouraging older children to think about the effect of their behaviour on others. However, staff do not consistently manage pre-school children's behaviour at circle time effectively so that some children become noisy and disruptive.

Children who speak English as an additional language make good progress because staff support their particular needs well. Where possible they use a member of staff who speaks the children's home language as their key person. They provide resources such as books in the children's home language. Children develop their awareness of our wider society as they use a range of books and materials reflecting diversity and celebrate festivals from their own culture and others.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/01/2009

## **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**

There have been no complaints made to Ofsted since the last inspection.

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.