

Little Ted's Day Nursery

Inspection report for early years provision

Unique reference number

EY362723

Inspection date

14/01/2009

Inspector

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Setting address

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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).

Description of the setting

Little Ted's Day Nursery is privately owned. It opened in 2007 under new management and operates from a mobile building in the village of Haddenham, near Ely, Cambridgeshire. 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. Access into and out of the nursery is via a ramp and there are accessible toilet facilities.

A maximum of 36 children may attend the nursery at any one time. The provision is registered on the Early Years Register. There are currently 45 children on roll, all of whom are within the early years age range. The nursery is in receipt of nursery education funding. The nursery supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs a total of eight staff and a kitchen assistant. All staff hold appropriate early years qualifications. Two staff are working towards a Foundation degree and one member of staff is working towards a Level 3 qualification.

Overall effectiveness of the early years provision

Children are safe and secure at all times and make good progress in all areas of their learning in this warm and friendly nursery. The much improved planning and assessment systems takes full account of children's individual needs, interests and developmental stages, therefore ensuring that they are able to participate meaningfully in the activities and generally, the daily routines of the setting. Good partnerships with parents and carers and generally those with other settings also providing the Early Years Foundation Stage (EYFS), help to ensure that all children feel settled, valued and have their individual needs met. Staff know the children well and in most cases, support children effectively as they play and learn. Systems of self-evaluation are effective in identifying areas for improvement and this is demonstrated in the good progress made since the last inspection which has had a very positive impact on all outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that activities are differentiated to ensure that all children are challenged and supported effectively in their learning
- develop further ways to encourage children's independence and self-care skills through routine activities such as meal and snack times
- continue to develop closer links with other settings providing for children in the Early Years Foundation Stage, to further enhance the consistency of children's learning and development.

The leadership and management of the early years provision

Documentation is well organised and written policies and procedures are effective in promoting children's health, safety and welfare. For example, thorough risk assessments ensure that any potential hazards to children's safety are identified and minimised such as the positioning of stair gates to prevent access to areas such as the kitchen and the new key pad entry and exit system to prevent unauthorised visitors entering or children leaving unsupervised.

Robust recruitment and vetting procedures are in place to help ensure that staff are suitable to work with children. A good proportion of staff hold recognised qualifications at Level 3, so helping to underpin their understanding of good childcare practice. Staff have a clear understanding of their responsibilities regarding safeguarding children's welfare and are knowledgeable about potential signs of abuse and the procedures to follow should they have concerns about a child in their care.

The nursery has taken very positive action to address actions raised at the last inspection and demonstrates a firm commitment to maintaining continuous improvement for the benefit of the children in their care. The learning environment created for children is stimulating; the rooms are bright, warm and colourful, particularly in the pre-school room, where many displays of children's work adorn the walls.

Staff work well with parents and carers and ensure that there is an efficient exchange of information in order to promote children's learning and development. For example, parents receive details of activities that they can do at home with their child to support the current topic and further enhance their child's learning. Good information about their child's progress is shared through daily discussions and bi-annual parents evenings. They are encouraged to be involved in supporting their children's learning and development. For example, opportunities are provided for parents to share information about their child's current interests and any observations they have made of their learning at home which helps staff to effectively identify children's next steps of learning and the activities to provide according to children's individual needs.

The setting maintains good links with other local settings also delivering the EYFS for children with additional needs in their care which promotes consistency of care for some children. However, these partnerships have yet to be established for all children attending multiple provisions.

The quality and standards of the early years provision

All children are offered a stimulating range of activities that enable them to make good progress across all areas of learning and development. Staff are able to respond to children's interests and their individual developmental needs. This is because the planning of activities is based on both comprehensive and snapshot observations and assessments of the children, as well as their next steps of

learning and information from parents with regards to observations made of their children's interests and abilities at home. However, some activities are not sufficiently differentiated to ensure that all children are challenged and supported effectively in their learning, for example, some art and craft activities are limiting in that all ages and abilities of children are presented with pre-cut out shapes and the emphasis is on the end result, rather than developing children's skills or individual creativity.

In the main, staff support children well and encourage them to be active in their learning and to think critically. For example, children are given time to explore the properties of ice and engage in discussion about what happens to it when it melts. Staff understand how children learn, for example, as they use puppets and props to support stories and songs which actively engages children and promotes further enjoyment. Staff develop good links with other outside professionals and parents to help support the inclusion of children with additional learning needs and extra staff support is provided to ensure that they are able to participate effectively within the group and experience all the learning opportunities on offer.

Babies are held closely as they are fed and wave at staff as they arrive at the setting, which promotes and demonstrates a good sense of belonging. Children are confident to express their ideas and opinions, for example, as they tell each other where coats are supposed to be hung up and spontaneously turn take, informing each other that they can have a go on the computer in 'ten minutes'. However, opportunities to extend and develop independence and self-care skills during daily routines such as snack and meal times, are missed. For example, all food for both meal times and snack times is ready prepared and served on plates in the kitchen. Children confidently use language as they discuss their swimming experiences and join in with familiar refrains during songs such as 'Five little speckled frogs'. Children apply their knowledge of numbers as they discuss their age and proudly state that they are not four yet, but three and a half. They are able to solve problems as they sort and count during everyday activities such as how many children are in the line or how many bowls are required at snack time. Babies have good opportunities to explore and investigate as they enjoy sensory activities involving feathers, leaves and heuristic baskets. Older children enjoy investigating ice cubes, exclaiming 'when they melt I will pour them into here'. Children show an awareness of their natural environment as they talk about rainbows 'hiding away'. All aged children enjoy regular physical activity in the garden whatever the weather. The stimulating outdoor environment provides opportunities for children to enjoy parachute play, sit and ride toys and climbing activities. Staff working with the babies promote their physical skills, for example, as they encourage them to crawl by placing toys a little distance away from them and support them safely as they learn to sit unaided. Children are generally encouraged to be creative as they take part in a good range of art and craft activities. Role play areas are changed regularly to give children opportunities to experience many different types of imaginative play.

Children across the nursery are encouraged to develop their skills so that they learn to keep themselves safe and well. Good hygiene routines followed by both staff and children ensure that the risk of cross-contamination is minimised. For example, all staff and visitors remove their outdoor shoes before entering areas

where children play. As a result of such systems, the nursery is very clean, well maintained and hygienic. Meals provided at the nursery are very healthy, balanced and nutritious and menus are designed to take full account of any specific dietary requirements. All meals are homemade and children receive good quantities of food which promotes their growth and development. They learn about healthy eating and healthy lifestyles and are cared for by staff who are trained in first aid and know how to respond appropriately if children are ill or have an accident. Children behave well. Positive strategies are in place to ensure children learn to share and understand the effect their behaviour has on 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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| 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? | 2 |
| 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

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.