

Little Goslings

Inspection report for early years provision

Unique reference number

EY280663

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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).

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 Goslings nursery is a privately owned facility that first opened in 2004. The premises are located in an area close to the centre of Scunthorpe and the children attending the setting come from the local and surrounding areas. Children under the age of two years have sole use of one playroom, while children over two years have the use of one large play area which is divided into bays for specific groups of children. All children share access to a secure enclosed outdoor play area. A maximum of 49 children may attend the setting at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year with the exception of public holidays.

The nursery is registered on the early years, compulsory and voluntary registers. Currently there are 70 children on roll, of whom 24 are in receipt of nursery education funding. The nursery currently supports children with learning difficulties and disabilities along with children who speak English as an additional language. The nursery employs 15 members of staff to work directly with the children, of these, 11 are qualified. Members of staff who are not qualified are working towards a Level 3 qualification and four other members of staff are working towards the Early Years Foundation Degree.

Overall effectiveness of the early years provision

The children are making good developmental progress within the inclusive and engaging environment. Members of staff are committed to welfare of the children. They work extremely well to ensure that the environment is well organised and provides a good range of learning and developmental opportunities. At the time of inspection the process of self-evaluation is not fully developed and actively applied, however, positive action has been taken to tackle the weaknesses raised in the last inspection. This has improved outcomes for children and indicates that the nursery has a strong capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop the systems of recording and including parents in the planning for the next steps in children's learning
- ensure that the needs children who attend more than one setting are appropriately addressed by developing partnerships, which ensure continuity and progress
- use the process of self-evaluation to critically reflect on the strengths of the service along those areas which require further development
- enhance the system of completing risk assessments for the premises and outings.

The leadership and management of the early years provision

Strong leadership and management of the setting help to ensure that the children are well supported. They are cared for by a cohesive staff team who have a very good attitude towards further training and an interest in developing their professional status. The daily operation of the setting is underpinned by robust policies and procedures, which clearly illustrate the impact of practice on children's welfare, learning and development. Staff recruitment and the vetting process, is good overall and ensures that all adults caring for the children are suitable to do so. The management have taken positive steps to ensure that all issues raised at the last inspection have been addressed appropriately. However, because systems of self-evaluation are not developed, there are no reliable means of self-monitoring the effectiveness of the provision. For example, while the systems for completing and reviewing risk assessments are satisfactory and meet national requirements, they are not always targeted to improve all areas of the provision in sufficient detail.

The premises are extremely, clean, safe and secure. The fire safety procedures are good, frequent evacuation practices ensure that children are helped to maintain their personal safety and follow procedures in an emergency. In addition, staff have a good understanding of the local child protection procedures and they know what steps they should take if they are worried about the safety and welfare of any children left in their care. All documentation is recorded effectively to ensure that regulations are met and children's personal needs are effectively addressed.

The links between parents and practitioners are good, parents are extremely supportive of the setting. They receive a warm welcome from the friendly and approachable members of staff who are more than willing to discuss children's progress and development. Parents receive good quality information about the early year's provision. This includes newsletters, a prospectus and free access to all policies and procedures. In addition, open evenings provide parents with the chance to talk to staff and the intermittent use of questionnaires offer parents the opportunity to influence the nursery practice. Key workers ensure that there is a consistent two-way flow of information and newly introduced initiatives support children by helping the staff to learn more about their unique backgrounds and lifestyles. This includes the use of home activity sheets, however, the systems to include all parents in planning the next steps in children's learning are not fully developed.

The quality and standards of the early years provision

The premises are clean, comfortable, hygienic and extremely welcoming. Members of staff create a relaxed and non-pressured environment where children can make choices and socialise with their friends. Consequently, the children are extremely helpful and supportive. They demonstrate care and concern by assisting each other with small tasks, such as finding coats and shoes before going outdoors to play. In addition, the children demonstrate good self-help skills. They are able to wash their own hands, help to pour drinks at snack time and competently help to

tidy away the toys. Strong bonds between children and staff reflect positively and underpin the children's exemplary behaviour. They have high self-esteem and a positive self-image as a result of the high levels of praise and encouragement that they receive.

Overall, members of staff have a sound understanding of the Early Years Foundation Stage. Planning and assessment is developing well and children's interests are considered appropriately because members of staff make observations, which are used to plan further activities. However, the documentation, which tracks, monitors and reviews the learning and development intentions for individual children lacks some clarity.

The children have access to a broad range of play provision available to meet their interests and developmental needs. Practice within the nursery is inclusive and staff work hard to ensure that no children are disadvantaged. They are skilled at working collaboratively with a number of external agencies to ensure that the distinctive learning and development needs of children with additional needs or learning difficulties and disabilities are met. For example, members of staff follow good quality, regularly evaluated individual educational programmes, which are discussed with parents.

The children are articulate and skilfully use language to communicate with each other and with adults. They skilfully and articulately answer questions about stories they have enjoyed and they handle books with care. Singing is an ongoing activity which helps to develop the children's confidence and vocabulary. Equally monolingual children are introduced to the concept of different languages through learning the French nursery rhyme 'Frère Jacques'. The children creatively transfer their knowledge from one activity to another and at group times they demonstrate a sound knowledge of the world around them. They confidently talk about the weather conditions, days of the week, the month and year. The children demonstrate a good understanding of problem solving, reasoning and numeracy. They sort, count, order and begin to understand the concept of addition and subtraction through participation number rhymes. The youngest children are equally well supported and helped to enjoy and achieve through play. They benefit from access to a broad section of sensory resources, which includes the use of heuristic play provision which leads to learning through discovery.

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?	3
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 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

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.