

Little Achievers @ Country Field Nursery

Inspection report for early years provision

Unique reference number	EY376838
Inspection date	26/01/2009
Inspector	Sue Partington
Setting address	Ramsgreave Hall Farm, Higher Ramsgreave Road, Ramsgreave, BLACKBURN, BB1 9DQ
Telephone number	01254 813 833
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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 Achievers at Country Fields Nursery opened in 1996. It was re-registered in 2008 following its purchase by an organisation named Rosy Apple Childcare Ltd. The organisation operates four other nurseries in the north west area. The nursery is situated in the Ribble Valley next to Ramsgreave Hall, in Blackburn, Lancashire. It operates from 07.30 to 18.00 each weekday, all year round. Children are cared for in three main areas. The birth to three unit on the ground floor is separated using low level dividing units to meet the needs of children aged under two years and aged two to three years. The first floor comprises a pre-school base area. There is an enclosed play area at the rear of the premises which is shared by all children.

The nursery is registered on the Early Years Register. A maximum of 75 children may attend the nursery at any one time. There are currently 88 children on roll, of whom 32 are in the early years age group and attend for a variety of sessions. The nursery offers care for children in the later years age group providing out of school care; this provision is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

There are 17 members of staff that work with the children, of these, 13 hold an appropriate childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress in their learning and development and their welfare is very well promoted. They are cared for in a safe and stimulating environment where their individual needs are considered and met. Children are happy, settled and confident in their surroundings. Good information is shared with parents and other professionals ensuring consistency of care. Systems for self-evaluation enable the nursery to identify strengths and well targeted areas for improvement.

What steps need to be taken to improve provision further?

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

- review mealtimes to encourage older children to self-serve and be more independent.

To fully meet the specific requirements of the EYFS, the registered person must:

- review risk assessments of the premises ensuring it covers anything with which a child may come into contact and carry out a full risk assessment for each type of outing (Suitable premises, environment and

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equipment).

The leadership and management of the early years provision

Comprehensively written policies and procedures are in place including child protection and they effectively contribute toward positive outcomes for children. Continuous training enables staff to enhance their knowledge and skills. For example, by updating their safeguarding training they ensure they are following the most up-to-date local procedures to promote children's welfare.

Records and documents are well organised and stored securely to maintain confidentiality. The nursery considers a safe environment and has taken the necessary steps to minimise hazards to the children; however, risk assessments are not fully robust and each type of outing, particularly swimming, is not risk assessed, therefore compromising children's safety.

An inclusive and welcoming service is provided for all children. Clear and effective systems are in place in relation to planning and assessment. Staff work with parents to complete a baseline assessment gathering information about their children's starting points. This is then completed each time a child moves onto the next playroom. Staff truly recognise children as individuals; each with a unique range of needs and abilities and this is clearly reflected in planning and assessment records.

The manager and staff are committed and enthusiastic childcare practitioners. They share the same vision and strive to further improve the service they provide. Parents are fully involved in the evaluation process and they have lots of opportunities to share their views and ideas. Future plans are well targeted to bring about further improvement to the setting and outcomes for children. For example, they are currently focussing on further developing the outdoor play area. Parents are provided with a wealth of information about the setting and their children's daily activities. Questionnaires show that parents are very happy with the service provided, levels of care and activities afforded. The setting's policies and procedures, which include information if they wish to make a complaint, are available to parents on the noticeboard and on request. The setting also liaises with the early years advisory team for support and advice.

The quality and standards of the early years provision

Staff work well together as a team and organise space, time and resources well to meet children's needs and enhance their play experiences. Children are happy, confident and settled in the nursery and are making good progress towards the Early Years Foundation Stage. The premises are organised to give children opportunities to move around freely, and resources are attractively stored which enables easy access to encourage all children's independence. A structured daily routine promotes children's welfare, meets their needs, covers all areas of learning and ensures they enjoy lots of interesting and stimulating activities. The key

worker system works effectively because children are given individual support in an environment that promotes all aspects of learning and development.

Staff follow the youngest children's individual daily routines and this provides a secure and familiar environment. Babies are contented and engrossed because staff present toys that are interesting, colourful and tactile, for instance, push and pull toys, light and sound activities, books, soft toys and a range of natural play materials to help them use their senses to explore and investigate. Children's mobility is encouraged because staff place toys just out of children's reach to motivate and encourage them to move forwards. Babies are supported well when they use furniture in an attempt to pull themselves up to standing. Children are developing a sense of security and self-esteem because staff continually praise them and offer lots of hugs and cuddles when they become fractious or upset.

Staff share warm caring relationships with the children. As a result, the children feel at ease and are secure and confident to explore in the safe indoor and outdoor areas. Children's artwork, posters and photographs are displayed in each care room which helps the children develop a good sense of belonging. Staff dedicate time playing and talking to the children and they are spontaneous to their interests and interactions, for instance, they provide resources so children are able to make telescopes and look through the window at the sky. Both boys and girls are able to re-enact their own experiences to help develop an understanding of the world in which they live and talk about what they see and hear. Children also express their own thoughts and ideas as they ask for the feelings box and take turns spinning the wheel and using the finger puppets to express how they are feeling today.

The children build up a repertoire of songs and they enjoy singing and joining in with nursery rhymes. They develop good self-help skills as they put on and take off their coats and use the bathroom independently. The children develop good listening skills as they contribute to their chosen story 'Impy Inks Invisible Ink'. Staff use questioning well and the children anticipate what happens next, and how the 'invisible writing on the invitation appears when you hold it to the sunshine'. They giggle amongst themselves as they say 'it's a little trick'. The children use number and positional language accurately in their play and are able to name shapes and recognise colours. Older children recognise initial sounds. They know the first letter of their name and can also identify other words beginning with same letter.

Staff implement effective strategies to promote all children's social, physical and economic well-being. They exercise good hygiene practices to minimise the risk of cross-infection. The children are well nourished and develop an awareness of healthy eating because the menu is wholesome and nutritious to aid children's growth and development. However, at mealtimes food is pre-plated and drinks are poured by staff so children are not learning to self-serve and be independent. All the children have lots of opportunities to enjoy physical exercise outdoors in the fresh air. They learn about their bodies and develop control and co-ordination as they play on the slide, ride trucks and cars and jump up and down to music. Staff are consistent in their approach to managing children's behaviour. They treat the children sensitively and act as positive role models. As a result, the children are polite and behave well.

Children's safety is effectively managed. They are cared for in a safe, child-orientated environment where they learn to take care of themselves. They practise emergency evacuation drills routinely and children can explain what to do in the event of a fire. All children clearly enjoy their time at the nursery and they thrive on staff's interaction and attention.

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 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 registration.

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.