

# Little Lodge Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	205126
<b>Inspection date</b>	08/01/2009
<b>Inspector</b>	Saida Cummings
<b>Setting address</b>	Swinesherd, Spetchley, Worcester, Worcs, WR5 1RU
<b>Telephone number</b>	01905 345400
<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 Lodge Nursery is a privately owned nursery which opened in 1989. The setting operates from specific nursery premises, situated on the outskirts of Worcester city. All children share access to a secure enclosed outdoor play area. The provision is easily accessible as all areas used by children are at ground level. The nursery is open to children from a wide catchment area. A maximum of 34 children may attend at any one time. Children from the age of two to eight years of age attend the setting.

There are currently 54 children attending who are within the Early Years Foundation Stage (EYFS). Older children also attend the out of school club. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery is open each weekday from 08:00 to 17:30 for 48 weeks per year. Children attend for a variety of sessions. The setting drop off and collect school aged children from local schools. The out of school club operates from 08.00 to 08.30 and from 15.15 to 17.30 during term time. There is also a holiday club which operates from 08.00 to 17.30 during school holidays. The setting employs five staff who work with the children. Of these, four hold appropriate early years qualifications. Two staff are currently working towards the Early Years Foundation degree. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Children thrive in the well-organised, stimulating and challenging environment. Their learning and development is exceedingly well promoted as staff take time to plan specific activities which link in to individual children's interests and abilities. Children's welfare is well promoted with some minor weaknesses. The provider and staff ensure that their practice is fully inclusive by working closely with parents, carers, other settings and outside agencies. They demonstrate a clear capacity to address areas for continued improvement and maintain high quality care.

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

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

- review the health and hygiene procedures to ensure children are routinely washing their hands.

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

- obtain information for each child about who has legal contact with the child and who has parental

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responsibility for the child (Safeguarding and promoting children's welfare).

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

Partnership with parents and carers is exemplary. They are provided with an excellent range of information about their child and the nursery. Informative and colourful displays decorate all available space with examples of children's work proudly displayed for everyone to see. There are excellent systems to help children settle into the setting. The provider and key worker staff initially visit children at home to meet with them and discuss their individual needs. As a result, children are able to make a smooth transition into the setting and staff are able to initially plan exciting and stimulating activities which are linked to individual children's interests and abilities. Parents and carers are fully involved in children's learning and planning for their progression. They are recognised as the primary carer and their contributions are an essential part of children's time at the setting. Children's individual needs are very well met due to the setting's exemplary inclusive practice which enables each child to join in at their own level. This includes excellent procedures for caring for any children with disabilities and/or learning difficulties. The management and staff work very well with the parents, carers, outside agencies and other settings to ensure any children with specific needs are able to develop at their own pace.

Comprehensive and realistic self-evaluation enables staff and management to assess the provision and accurately identify areas for further development. Good progress has been made since the last inspection which has had a positive impact on children's experiences. Staff have a good awareness of safeguarding children and know what to do if they have any child protection concerns. Robust procedures are in place for the recruitment, vetting, induction and training of staff. Regular staff meetings and appraisals identify individual adult's development needs and action plans are implemented for appropriate training as required. Children are kept safe as there are very effective systems for risk assessing all areas, indoors and outdoors, and all staff are made fully aware of any potential risks to ensure hazards to children are minimised. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. There are many detailed documents in place which are regularly reviewed and updated, taking into consideration current legislation affecting the care of children. However, there are some omissions from the information obtained from parents and carers which mean children are not fully safeguarded. The setting does not have secure required information about who has legal contact with a child and who has parental responsibility.

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

Children make excellent progress towards the early learning goals and in all areas of their development. Staff plan interesting and stimulating activities which are linked to individual children's starting points and ensure they have many

opportunities to develop their skills and early education. They have developed comprehensive systems for planning and assessment which ensure each child is able to move on to the next stage in their development. Key worker staff get to know children very well and activity plans are devised to ensure individual children are sufficiently supported or challenged within each area of learning. This is delivered in an inclusive manner to ensure all children are included whilst activities are tailored to enable them all to join in at their own level. For example, to develop children's cutting skills staff plan a series of appropriate activities, but ensure each child is provided with appropriate resources so that they are able to develop this skill at their own pace. This ranges from some children initially learning how to hold scissors correctly and others being more challenged by cutting out specific shapes.

Children's health and welfare is well catered for as they are cared for by an experienced and dedicated group of staff. They help children to develop an understanding of how to lead a healthy lifestyle and follow appropriate procedures to ensure children's health, safety and welfare is promoted. However, children's health and hygiene is not fully protected as there is no system in place to ensure they all routinely wash their hands when they independently visit the toilet. Meal and snack times are sociable occasions with all the children and staff joining in with interesting and lively conversations. Children's independence, self-esteem and confidence are nurtured through everyday routines and activities, such as spreading their own toast during snack time.

Children gain confidence and develop skills for life, such as regularly using information technology equipment and enthusiastically engaging in a wealth of creative activities. They relish joining in with a variety of art and craft activities, such as painting, chalking, cutting and sticking. Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with circle-time and singing familiar nursery rhymes. They eagerly join in with conversations and chat animatedly during their play and everyday routines. Children use their imagination well in the role play area, working together and with staff to create scenarios that are familiar to them. For example, they set up 'tea parties', 'cook' the play food and 'serve up tea and various items of food' to their friends as they chat amongst themselves. Physical development is well-supported as children are able to regularly use the well-resourced outdoor area to exercise and play in the fresh air. Clear behaviour management strategies help children to understand what is expected of them and they are encouraged to share, take turns and give consideration to each other.

## 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>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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](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:

- ensure parents and carers are provided with written safeguarding and complaints procedures (Providing information to parents) (also applies to the voluntary part of the Childcare Register).

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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 under the compulsory part of the Childcare Register (Providing information to parents).

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## **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.