

Little Firs Day Nursery

Inspection report for early years provision

Unique reference number	141017
Inspection date	10/12/2008
Inspector	Ron Elam
Setting address	Conifers Primary School, Radipole Lane, Weymouth, Dorset, DT4 0QF
Telephone number	01305 782727
Email	
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

Westhaven Pre-School opened in 1979 and the Kids Club opened in 2000. Both settings operate from three rooms in a building within the grounds of Conifers School in Weymouth. There is disabled access to this setting. A maximum of 36 children may attend at any one time. It is open Monday to Friday from 08.00 until 18.00 all year round. The Kids Club accommodates children up to the age of 11 years. There are currently 86 children aged from two to under five years on roll. Of these, 47 receive funding for early education. There are 74 children on roll for the Kids Club. The club employs 16 members of staff. Of these, 12 hold appropriate early years qualifications and four are working towards a higher qualification. The club receives support from the Local Authority. The settings are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

This inspection took place in the last days of the pre-school in this location. By the beginning of January 2009 the setting will have moved, with the existing staff, to a nearby Children's Centre and will be using the name Little Firs Day Nursery.

Overall effectiveness of the early years provision

This setting effectively promotes the welfare and learning of children in the Early Years Foundation Stage. All staff respond to the needs of the individual child to ensure they all make good progress. They work hard to involve all parents in the learning of their children. The manager and staff are always looking to improve what they offer.

What steps need to be taken to improve provision further?

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

- build on the good practice in encouraging all parents to support their children's learning at home and in the setting

The leadership and management of the early years provision

The manager, supported well by her senior staff, has a good understanding of how the setting should improve and, in particular, the new opportunities arising from the impending move to the new Children's Centre. All the staff are involved in evaluating the success of what they do and making suggestions about how they can improve the provision to ensure children's needs are met in the best possible way. Each day the staff review the effectiveness of the sessions. These evaluations feed into half-termly discussions looking at the strengths and weaknesses and whether any changes may be needed to the way they operate. Staff take into account the views of parents from informal discussions, a suggestion box and questionnaires and the comments from outside advisors. The effective process of

improvement has resulted in all the suggestions made at the time of the previous inspection being implemented successfully.

Parents really like what the setting does. 'It is brilliant. The excellent teachers are friendly and caring and are loved by the children.' The formal termly meetings and the children's folders are good sources of information on how well their children are doing. The weekly newsletters keep them well informed about what their children are doing and they are encouraged to visit the setting to work with their children. There are good examples of parents using this knowledge to help their children learn at home. Nevertheless, other parents are less actively involved. Locally there is a network of different providers to facilitate contacts between them. This is currently working well for those children who also go to another nursery during the week to ensure the continuity of their learning. The care and welfare of the children is promoted very well by the committed staff. With the use of their own assessments, the staff build upon the information provided by parents when the children first start. This results in good understanding of the needs of the individual child. The knowledgeable special needs co-ordinator ensures that the staff understand the most appropriate support to provide and, where necessary, seeks specialised guidance from outside agencies. Children have play plans that highlight well the strategies to use and frequency of additional support. They are reviewed regularly in discussion with parents who, where appropriate, are encouraged to use similar approaches at home to support their child and most, but not all, use these opportunities well.

The children are safeguarded very well. The recruitment procedures are good with the correct checks made on staff and volunteers. Health and safety risk assessments are in place and other records and policies are kept and meet statutory requirements. Staff have regular training covering first aid and other aspects of care and welfare and to provide them with the skills to maintain the learning and development of all the children.

The quality and standards of the early years provision

Children enjoy the range of activities provided for them. Each session is well structured which helps children to settle well to routines. At the start the key workers work with their group of children, followed by physical activity, snack time and free choice. The staff continually assess and make notes on the progress of the children. This information is used by all the staff to guide and support individual children. In particular, it enables the key workers to tailor the activities to meet the needs of their own group when they work directly with them. During the free choice time the children have the confidence to decide what they want to do. The resources are related to all the different areas of learning and support children's development well. They are stored at a low level enabling the children to be independent and choose what they need and, with gentle reminders, to willingly put them back at the end of the session. The outside area is freely available to the children with the staff ensuring children are properly clothed for the cold or wet weather. The area is extensive with several different surfaces and areas that are under cover to enable it to be used in most weathers. It has a wide range of appropriate resources to support all aspects of children's learning and

development and promote their health and wellbeing in the open air.

The setting is secure and the watchful staff ensure that the children stay safe. The children follow good practice for their personal hygiene, washing hands after going to the toilet and before eating. Snack time develops their understanding of healthy eating, such as a child volunteering the comment that carrots are a good food to eat. They also drink water whenever they want. The setting provides good opportunities for exercise which the children thoroughly enjoy. For example, one child spent ten minutes or more running up and down a slope to collect his toy truck to take it back to the top to let it roll down again. Children learn to understand how a small community can work; they get on well with each other and with the staff. This contributes well to children's developing social skills as well as the effective operation of the setting. In the current setting children of different ages have good opportunities to mix together to develop their social skills. The skills that the children are developing are leading to a satisfactory preparation to their education in the future.

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?	3

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.