

Littler Grange Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY315738
Inspection date	10/02/2009
Inspector	Sylvia Cornock
Setting address	Littler Lane, Winsford, Cheshire, CW7 2NE
Telephone number	01606 559095
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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

Littler Grange Day Nursery has been open under the current ownership since 1999 and re-registered as a limited company in 2005. It operates from a converted building located in Winsford, Cheshire. Children are cared for within six rooms located on two floors. There are three outdoor play areas available for the children's use.

The nursery is registered for a maximum of 54 children in the early years age group. The setting is open five days a week from 08.00 to 18.00 all year round. Children attend from the local area.

There are currently 76 children on roll aged from three months to five years, of whom 23 are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register. The setting supports children with learning difficulties and disabilities. There are currently no children who speak English as an additional language on roll.

The setting employs 12 members of staff including the manager. Five members of staff are qualified to level 3 in early years, one member to NVQ level 2, two members have an NNEB and one member has a BTEC in childcare. The setting liaises closely with other nurseries and schools and they receive support from the local authority early years pedagogue.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Management identify clear goals and demonstrate a very strong commitment towards achieving continual improvement. Self-evaluation systems have been implemented and are updated as progress in their achievements are made. Children are making good progress within the EYFS and observation and assessment systems clearly identify the next steps in their learning. The setting has addressed the areas of improvement from the last inspection appropriately, these enhance children's safety, learning and development. The effective partnership with parents, carers and other agencies creates an inclusive environment where children are fully safeguarded and their welfare requirements are well met. The promotion of a healthy lifestyle is a key strength throughout the setting. The planning of adult-led activities and staff's knowledge of some areas of child protection are 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 the planning of adult-led activities so they promote active learning opportunities to further develop individual children's progress
- ensure all staff understand the procedure to be followed in the event of an allegation being made against a member of staff.

The leadership and management of the early years provision

The strong management team are actively involved within the nursery and eager to achieve the highest service standards for the local community. The whole staff team is highly motivated towards providing good quality care and education for children. Staff are committed towards their involvement in the self evaluation documents in order to bring about improvement. They ensure that the learning environment and resources are available to all children and strive to provide an inclusive and welcoming service. Staff are well qualified and experienced and annual appraisal systems are in place to support staff and identify future training needs. Staff meetings are held on a regular basis to further enhance staff development and their roles and responsibilities have been clearly established. Consequently, staff work effectively as a team because they feel valued and involved within the setting.

Robust recruitment, employment and induction procedures and comprehensive risk assessments are in place to protect children. Required policies and procedures are available and reviewed on a regular basis to ensure that they are effective and inclusive for children and their families. Staff are fully aware of the policies and know who the nominated person with responsibility for child protection is. However, they are not sufficiently knowledgeable on the procedure to be followed in the event of an allegation being made against a member of staff or others. Good procedures are followed and effective relationships with support agencies and parents ensure that the individual needs of children with learning difficulties and disabilities are met. Parents value the friendly, informal relationships they share with staff and feel involved and included in the nursery. Regular information and notices ensure that parents are kept informed about changes and improvements within the setting. Parents evenings and the daily exchange of information ensure parents are kept well informed about their child's progress and achievements in their learning and development. Staff are currently strengthening links with other providers within the EYFS to promote the integration of education and any extended services.

The quality and standards of the early years provision

Management and staff have a good knowledge and understanding of the underlying principles of effective early years practice. They have embraced changes to the EYFS and have successfully implemented key aspects to enhance children's learning. Staff have devised a system for identifying starting points and effective assessment procedures are clearly established and monitored to record children's progress and individual learning journey. These are used effectively to plan for the next steps in children's individual learning. Parents are invited to record their own observations on their child's progress and can freely observe their child's learning journal. Weekly observations are used to plan activities for the following week and focus activities are evaluated to continually improve practice. However, some staff do not extend the planning of adult-led activities so they promote active learning opportunities to further develop individual children's

progress.

Children develop a strong sense of belonging within the nursery. Examples of their work, photographs and posters are displayed to create an inviting and stimulating environment. A balanced range of suitable resources are available for children across the age ranges. They are organised to promote children's independent learning with, for example, low-level sand and water trays or treasure baskets for babies and toddlers. Staff bring in snow and ice and place them in the water tray where the babies and toddlers touch and feel, showing various expressions of delight. Older children confidently help themselves to writing materials, count items or choose a book to look at in the quiet area. The organisation of continuous provision within the play areas has recently been introduced and future plans are to extend this in the outdoor play area to promote a free-flow of activities between the two environments.

Children enjoy daily outdoor adventures, for example, they put on warm clothes, waterproofs and wellingtons to play in the snow, building snowmen and throwing snowballs with great excitement. Others slip and slide and roll over creating fun and laughter. Toddlers enjoy playing in their outdoor area making footprints and using a variety of large and small paintbrushes to make patterns in the snow. They are reminded to keep on the move so that they keep warm. All children throughout the nursery benefit from fresh air and exercise each day in one of the three outdoor areas. They improve their physical skills as they learn to negotiate the slide or balance on various equipment. Older children look forward to the Jo Jingles session where they sing, dance, move and use a variety of musical instruments with the visiting person. A good balance of adult directed and child led activities are provided. Babies and children are offered interesting challenges to extend their experiences with time to explore, practise and apply their learning. They have fun exploring and experimenting with different sensory materials as they make cakes together or build a dinosaur park with small stones and shale. Language and communication skills are developed as children join in lively action songs or share stories. Letter sounds and word patterns are regularly reinforced in daily activities and signs, pictures and symbols are used to enhance children's language.

Children share warm relationships with staff, as babies and toddlers enjoy lots of hugs and cuddles from their carers. Children happily share, take turns, play together cooperatively and are considerate towards adults and each other. They are encouraged to understand and respect boundaries as the older children negotiate the stairs carefully and look after each other. Children are polite and well-behaved and staff act as positive role models. Children are helped to consider and value diversity. They have access to a good range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. Children's artwork and designs created to celebrate Chinese New Year form an attractive display of lanterns, fans, Chinese poems and dragons which they proudly reflect on.

Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they start to accept responsibility for their own safety. The promotion of a healthy lifestyle is given a high priority throughout

the setting. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. For example, children learn to clean their own teeth after meals with appropriate support from staff. Babies' and children's personal care needs and routines are recognised and followed, providing an environment consistent with home. Meals are well balanced, nutritious and freshly cooked on the premises each day. Menus are displayed for parents to view and all dietary requirements are appropriately met. Meal times are relaxed, social occasions which children clearly enjoy. Independence skills are actively promoted when older children confidently use cutlery and toddlers learn to use spoons to feed themselves.

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?	3

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

Since the last inspection there have been no complaints made to Ofsted.

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.