

# Little Beaver Childcare Ltd

Inspection report for early years provision

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**Unique reference number**

EY270736

**Inspection date**

15/01/2009

**Inspector**

Zoe Smith

**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 Beaver Childcare Limited has been registered since 1989. It is situated in the Glossop district of Derbyshire. It is open from 07.30 to 18.00, Monday to Friday throughout the year, except for bank holidays. Children are cared for on the ground floor of the premises, there are some internal steps and a short flight of stairs leading to the outdoor play area. The setting is on the Early Years Register, the Childcare Register and the voluntary part of the Childcare Register and is registered to provide care for a maximum of 77 children. There are currently 82 children on roll who are aged between birth and 11. Children can be taken to and collected from local schools. The setting supports children who speak English as an additional language and is able to support children with learning difficulties and disabilities. The registered person is also the manager and holds a recognised childcare qualification. She is supported by a team of 13 nursery staff of whom 11 hold recognised childcare qualifications, an appropriately qualified cook is also employed. The setting receives weekly support from an Early Years Improvement Officer who is employed by the Local Authority.

## **Overall effectiveness of the early years provision**

The key-worker system is effective in helping staff to get to know individual children well, to monitor their progress and plan for their learning and development needs. This ensures children are making good progress, given their age, ability and starting points. The welfare and learning needs of children are generally very well promoted through good organisation and practice. Positive steps are taken to ensure all children are included and to help children learn about diversity. Self evaluation by the staff team informs the settings development plan and is ensuring continual improvements are made to the quality of learning and service provided.

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

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

- support the development of younger children's communication, language and literacy skills by ensuring that story and singing sessions are organised to suit their age and ability
- develop links with other EYFS settings children attend and take steps to ensure there is coherence of learning and development between the settings
- make sure that babies have daily opportunities to go outside and improve toilet facilities to ensure that children have privacy when using the toilet.

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

The management and staffing structure is well established and has a clear sense of purpose and direction. Staff appraisals, team and planning meetings ensure

staff work together, continually review, evaluate and develop practice. The views of parents are actively sought to help inform practice, this has brought about the introduction of an 'all about me' form to help make the transition from home to nursery a positive experience for children. Priority is given to staff training and development which ensures staff have the necessary skills to bring about continuous improvements. Most staff hold recognised childcare qualifications. The manager and one of the deputy managers are extending their training by undertaking a foundation degree in early childhood studies. Regular attendance on short courses is enabling staff to continually enhance their skills in specific subjects, such as inclusive play and observation techniques.

Effective practice, policies and procedures ensure children are safeguarded. Robust recruitment, selection and induction procedures ensure the suitability of staff to work with children. Risk assessments and safety checks have been conducted and effective precautions have been put in place to minimise identified hazards. Staff are well trained in and have a good understanding of child protection procedures and their responsibility to take immediate action if they have concerns about a child's wellbeing. An effective partnership is fostered with parents. Development records, daily discussions and notice boards keep parents well informed about the Early Years Foundation Stage (EYFS), their child and the progress they are making. However, links with other EYFS settings children attend are not as well developed. Therefore parents are relied upon to provide information to develop coherence of learning and development between the different settings.

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

Children's learning, achievements and progress are effectively monitored and recorded. Staff have a good knowledge of individual children's abilities and the EYFS. Activities are planned to ensure there is a strong focus on individual children's abilities, interests and the next steps in their learning. The continuous learning plan and weekly activity plans are used well to ensure there is a broad range of enjoyable, age appropriate, interesting and challenging activities that cover all the six areas of learning. However, some group story and singing activities are not always well planned and younger children sometimes lose interest which limits the learning opportunities for them.

Children have positive relationships with each other and staff and are developing good self-help and independence skills. More able children are role models for younger children and enjoy setting an example and taking responsibility for some tasks, such as setting the table. Children have a good understanding that print carries meaning and are developing early writing skills. They make marks as they write receipts in the clothes shop. Children show an awareness and keen interest in problem solving and reasoning activities. They happily sort the animal figures into sets of different colours or animals and then count them. Babies enjoy exploring activity toys, pushing and pressing buttons to find out what they do.

Children have regular access to computers and confidently follow simple instructions and skilfully control the mouse as they play educational games. Children participate in a wide range of activities that help them learn about

diversity, their own culture and religious beliefs, and those of others. They talk positively and sensitively about disability and difference as they make people using construction toys. Children's creative development is promoted well through regular opportunities to explore a good range of sensory, messy and creative activities, such as role play, musical instruments, sand, paint and dough. Children enjoy playing in the sand, digging and filling the moulds and containers up then emptying them out. Babies enjoy exploring the contents of the treasure baskets which contain lots of different sensory materials.

Children are learning how to keep healthy and safe through interesting activities and mostly good practice. Children have daily opportunities for outdoor physical play activities and babies have lots of age appropriate opportunities to develop their physical skills and mobility. However, babies do not have daily opportunities to go outside to enjoy the fresh air and outdoor environment. Children enjoy learning how their bodies work, after vigorous exercise they use stethoscopes to listen to their hearts beating faster. Children enjoy a varied and nutritious diet and know to drink water if they are thirsty. They participate in activities on road safety and listen to talks from the police community support officers. However, toilet cubicles do not have doors and therefore, children are not learning about the importance of maintaining their own privacy and respecting that of others when using the bathroom.

## 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?	2
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?	2
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>	2
<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?	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](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: 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 are no complaints to report.

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.