

Little Leprechauns Day Nurseries Ltd

Inspection report for early years provision

Unique reference number	EY308969
Inspection date	13/02/2009
Inspector	Karen Ann Byfleet
Setting address	19 Broad Pavement, Chesterfield, Derbyshire, S40 1RP
Telephone number	01246 208 746
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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 Leprechauns Day Nursery Limited was registered in July 2005. It is situated in Chesterfield town centre and provides full day care for children under eight years.

The setting is registered on The Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to provide full day care for 28 children from birth to eight years. There are currently 40 children on roll all of whom are in the early years age group, and funding for nursery education is available. Children attend for a variety of sessions throughout the week. The nursery is open every weekday from 07.30 to 18.30 all year round except for bank holidays. The setting supports children with learning difficulties and/or disabilities. Access to the premises is level from the road side. Playrooms for children over two years are on the ground floor and for children under two years the playroom is located on the first floor and are accessed by stairs.

A total of 12 staff work directly with the children and all have a relevant early years qualification and the manager is currently working towards a professional status qualification. The staff group is supported by the owners, an on-site cook and a housekeeper.

Overall effectiveness of the early years provision

Overall, the provision is good. Children's welfare is nurtured and they thoroughly enjoy their time in the setting, they develop warm relationships with the staff and they are involved in a wide range of activities. They are making good progress in their learning and development, their individual needs are met well as staff recognise and support their uniqueness and deliver an inclusive practice for all children. There are positive relationships with parents and others to ensure that all children's individual needs are met. Management and staff are committed in identifying clear plans for the future of the setting as they develop and evaluate the provision.

What steps need to be taken to improve provision further?

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

- develop further the relationships with parents to encourage them to become more involved in their children's learning at home
- extend further children's creative development and allow more opportunities for them to undertake activities that they do for themselves.

The leadership and management of the early years provision

Well-maintained records, policies and procedures, which are required for the safe and efficient management of the setting, are in place and are effective. They are implemented well by staff, ensuring the needs of all children are met and that they are well protected. Risk assessments for all areas have been fully implemented ensuring children's safety both within the setting and when on outings.

Management and staff within the setting are motivated and work well as a team, to ensure all children have the opportunities to develop and make very good progress in their learning, and that their welfare is promoted well. There is a comprehensive recruitment and appraisal system in place and staff practices are monitored regularly. There is a detailed safeguarding policy which is shared with parents and guidance documents for the Local Safeguarding Children Board are available. Staff who attend safeguarding training, are able to recognise potential signs and symptoms of abuse and know who to report their concerns to.

The premises and resources are well maintained and suitable for their purpose. Staff are well deployed within the setting, ensuring ratios are maintained and that children have opportunities to freely access a wide range of age-appropriate resources and activities through free choice. All staff, along with parents, are included in developing the setting's evaluation process. This helps to ensure effective continuous improvement through the care and education they provide. Children with learning difficulties and/or disabilities are well supported within the setting. A designated staff member is in place and individual education plans are identified with achievable targets implemented along with the support of the local authority.

Staff work very closely with parents to ensure children's individual needs are met and that a fully inclusive practice is provided for all. Parents are very involved in their children's learning as staff exchange regular information about their progress. However, they are not yet fully involved in continuing their learning at home. Parents of babies are provided with daily information about their children's well-being such as food intakes and sleep times. Teachers from some local schools have visited the nursery and staff have made visits to school with the children to introduce them when they are due to transfer from the nursery. This helps to develop children's confidence and ease the transition.

The quality and standards of the early years provision

Staff have good knowledge of the Early Years Foundation Stage and use this to plan enjoyable and exciting activities based around children's interests. They have implemented very effective observation and assessment systems to ensure they can monitor individual learning for all children. Plans are clear and highlight the learning objectives, with the next steps in children's learning clearly identified. Children are developing their independence to a good level as they attend to their own personal care needs, such as putting on their own coats, selecting resources and helping serve themselves at meal times. Staff engage with all the children within the setting and develop positive relationships. An effective key worker

system enables parents to feel confident and children to feel safe within the provision. Staff confidently use good, age-appropriate, questioning techniques effectively to extend older children's learning and thinking. For example, when a child is looking through a holiday brochure, staff talk to him about his holiday, asking where he went and what he did.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods and each day they are provided with nutritious snacks and meals which include fresh fruit and vegetables. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

The good labelling of children's art work and the displaying of the alphabet around the setting promotes children's awareness of letters and numbers. Older children eagerly label their own work. However, some craft activities are too adult led and do not allow children to be individually creative. For example, all Valentines cards are identical and do not have children's personal touch. Through songs and rhymes younger children are developing an awareness of numbers and older children's development in this area is enhanced through worthwhile activities such as baking and shopping. All children take part in a wide range of activities which supports their physical development both indoors and outdoors. Outdoors children have daily access to a broad range of resources that enable them to develop their physical skills well. They show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. Babies and toddlers have space to crawl and enjoy a good range of activities which develop their creativity and imagination. For example, through malleable materials and treasure baskets. Children have plenty of opportunities to engage in variety of activities for exploration and investigation. For example, as they plant flowers outdoors. Their awareness of the wider world is extended through various worldwide celebrations and festivals they explore.

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 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.