

Little Hearts Day Nursery

Inspection report for early years provision

Unique reference number	EY382900
Inspection date	08/04/2009
Inspector	Tracey Marie Boland
Setting address	25 Harry Rose Road, COVENTRY, CV2 5AT
Telephone number	02476 652803
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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

Little Hearts Day Nursery opened in 2008 and is privately owned. It operates from three rooms within a one story building in Wyken, Coventry. The nursery serves a wide catchment area. There is a fully enclosed play area available for outdoor play.

A maximum of 30 children may attend the setting at any one time. There are currently two children who receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access into the setting from the car park and care is provided on ground level.

The group opens five days a week all year round. Sessions are from 07:45 until 18:00. Children are able to attend for a variety of sessions.

The setting employs six members of child care staff. Of these, four hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children enter a bright, welcoming environment and settle happily into the nursery day. Their welfare needs are met as staff have formed very good relationships with the children and their parents and demonstrate a clear understanding of the children's individual needs. Children enjoy a variety of learning and play experiences throughout the day although the planning, observation and assessment processes for older children are in their infancy. Children's independence is encouraged during most parts of the day. Most information is obtained from parents. Safety is addressed throughout the nursery and security is good. Systems for obtaining feedback from parents regarding the care and education their children receive are currently being developed.

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 independence skills, particularly in relation to mealtimes
- develop further the use of planning, observations and assessments to gain information about each child's development, evaluate activities and use the information gained to identify future learning for individuals.

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

21/04/2009

The leadership and management of the early years provision

Staff qualifications and ratios meet the welfare requirements and systems are in place for the deployment of staff to ensure children are well-supported. Robust systems are in place for the recruitment and induction of staff, checks are completed and suitable procedures in place to ensure children are not left unattended with unvetted adults. Staff meet regularly as a group and have individual appraisal to identify their own professional development and training needs. Firm relationships have been formed with other professionals that support the inclusion of all children. Children learn about diversity and the wider world through discussion, the celebration of cultural festivals and the positive images that are displayed throughout the nursery.

A wide variety of written policies are available to parents and known by staff. Procedures are in place to monitor and review policies and risk assessments and any action required to ensure the safe operation of the setting is taken. Detailed information is obtained from parents regarding their child's individual needs however, information regarding parental responsibility has not been obtained. The setting is developing systems to enable them to monitor and evaluate the service they provide through parent questionnaires and discussion with staff and the manager has a clear understanding of the settings strengths and areas for development. Children's welfare is safeguarded as staff have a good understanding of their role and responsibility with regard to protecting children from abuse and neglect. They are clear of safeguarding procedures and understand the importance of the effective implementation of policies and procedures.

Children are cared for by key workers which ensures continuity of care and encourages children's feeling of security. Hygiene routines within the nursery are good and children's individual care needs are well met. Babies sleep in individual cots with clean bedding and their own comforters and sleep routines followed. Safety is a priority throughout and staff are vigilant at all times. CCTV enables staff to monitor who is accessing the setting and access to the nursery is only via a member of staff.

The quality and standards of the early years provision

Children make satisfactory progress towards the early learning goals. Staff within the babyroom plan a variety of experiences and play opportunities to meet their individual needs. Observations and assessments inform them of learning and progress which are used to ensure children's ideas and interests are incorporated into the day. However, these systems have not yet been introduced into the toddler and pre-school rooms, although staff do plan activities and complete observations. Therefore, staff are not currently able to effectively assess and plan

to meet the needs of the children.

Children learn to count in everyday routines and number lines are displayed to reinforce their understanding. They enjoy singing songs such as 'Five green speckled frogs' and use the corresponding amount of fingers when singing along. Staff extend and encourage children's language development through the use of skilful questioning and seizing spontaneous conversations with the children to encourage them to recall things they have done at home or previously in the day.

Children of all ages enjoy a wide range of creative experiences and older children have good control when using small tools and equipment. They have access to a computer which have appropriate games and programmes for all ages. Staff support and offer guidance where needed. Children are encouraged to self-select resources which are stored in boxes at child height, which have written labels and pictures displayed on them to reflect what toys are inside the box.

Children's independence is encouraged by staff, with regard to using the bathroom, taking coats and shoes on and off and helping themselves to drinks throughout the day. However, children are not able to develop their skills at mealtimes as staff serve all meals and drinks for them. All rooms are brightly decorated and welcoming to children and their families. Staff create a safe environment for children who are learning how to keep themselves safe through staffs consistent reinforcement and guidance.

Babies needs are well met and they receive lots of affection, reassurance and cuddles. A wide variety of soft toys, rattles and activity toys are provided that stimulate and maintain their interest. Toddlers thoroughly enjoy songs and action rhymes. Excellent relationships have been formed between all children, staff and parents and interaction is good. Resources positively reflect race, culture, gender and disability and photographs of the children who attend the setting are displayed which encourages them to show their parents the activities they have been involved in and maintains their feeling of belonging.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
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 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 registration 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.