

Whippersnappers Day Nursery

Inspection report for early years provision

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EY311608

Inspection date

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Inspector

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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

Whippersnappers Day Nursery opened in 2000 and was taken over by the current owners in 2005. The nursery operates from a single-storey building in a residential area of Newent. Children are cared for in 3 rooms, according to age and stage of development. There is an outdoor play area available that has a low impact surface, grass area, covered area and garden area when children grow plants. Children attend from the town and surrounding areas. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting is registered to provide care for a maximum of 41 children at any one time, of these, 12 may be under two years at any one time. The nursery is open Monday to Friday from 08.00 until 18.00 all year, except for Bank holidays and a week at Christmas. There are currently 61 children aged from birth to under five years on roll. There are currently 15 children aged from five to over eight years of age who attend before and after school on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs 10 members of staff including the bank staff and a cook. Of these, eight hold appropriate early years qualifications. The nursery uses the High Scope educational approach. Partnership arrangements with other early years settings are the local Children's Centre, school and pre-school group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are valued and recognised as unique and their individual needs are met well by staff. Children are excited and eager to learn and take part in a wide range of activities that are interesting and stimulating, consequently they are achieving in all areas of learning. There are strong links with parents and other early years settings, with detailed information shared routinely between them. Both management and staff are included in self-evaluation and have clearly identified areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the links between sensitive observational assessments and planning so that all adults are informed to ensure the needs of all children continue to be met.

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

- keep detailed records of risk assessments which identify all aspects of the environment with particular

16/04/2009

attention to outings (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

Staff work well as a team and are committed to provide good quality childcare. The key person system works well and children are settled and happy. Staff are aware of children's individual needs and meet them well. Staff have made good progress on planning, observations and assessments, they include children's interests, needs and stages of development. However, though staff know their key children well the links between planning and assessment are not identifying children who require extra support or extension. Resources are plentiful and used effectively during sessions to help children make choices and enjoy their play. Recruitment and vetting procedures are good. Induction of new staff is managed effectively so they are aware of policies and procedures. Self-evaluation involves all staff and the management and has clearly identified areas for improvement and changes have been made since the last inspection.

Good supervision results in children being safe during their time at the setting. However, risk assessments are not sufficiently detailed to fully identify all aspects of the environment that children come into contact with, for example when on outings or walks to and from school. Children are taught how to keep themselves safe and clear explanations from staff help them understand the consequences of their actions. Children are taught about healthy practices and understand the reasons why they need to wash their hands before eating. Nappy changing routines are robust. Staff are good role models and children see them wearing plastic aprons when serving meals, regularly washing their hands and cleaning tables. Children are provided with hot meals during the day and good table manners are encouraged. Meals and snacks are healthy and all children's individual dietary needs are catered for.

Strong links with parents have developed. Staff have completed detailed daily diaries containing necessary information such as, for younger children; sleep times, the food they have eaten, bottles they have had, nappy changes and what they have played with. Older children's books contain a focus activity they have done that day. Parents are free to comment in the books also. Parents praise highly the care given to their children, the approachability of staff and the information that is shared with them. Regular questionnaires invite parents to comment on any changes they would like the nursery to make. Detailed notice boards, newsletters, daily diaries and regular discussions with a child's key person all contribute to parents' involvement.

The quality and standards of the early years provision

Children are welcomed into a brightly decorated, warm, friendly environment. They settle quickly into play. Children are able to choose freely from a good selection of easily accessible resources. The staff are calm, caring and allow children to explore

and investigate for themselves. They join in with the children when appropriate asking good open questions to help children think and learn. Staff know the children well and offer reassurance to any children who are unsure. Plenty of praise and encouragement from staff promotes children's good behaviour and confidence. Space and resources are used well to meet the needs of all children attending. Children have access to fresh air and exercise regularly through free-flow to the enclosed outside space. They are able to run, climb, balance and explore freely in this area. Children were observed having a great time free-painting on a large piece of paper on the floor. They painted with large and small paint brushes, used rolling pins with patterns on. Some children were observed planting flowers in the garden area and collecting water in watering cans and watering the plants.

Children have lovely opportunities to develop their imagination through role play, for example, children were seen having a lovely time with hand puppets, making the noises the animals make and pretending to be in a zoo. Children have easy access to books and writing materials. They were observed looking at books alone and together with staff. Children sit enthralled when having stories read to them by staff, they enjoy making noises at appropriate times. Children are social and interact well with each other and the staff. Good relationships between the staff and children have developed. Children sit well at meal times and chat happily with each other and the staff. The younger children are encouraged to explore and staff constantly talk to them as they play. Staff are aware of their needs and younger children who can not move around are moved by staff so they see other areas of the room, for example, a young baby had been sat in the middle of the room playing with toys for a while, a member of staff picked them up and moved them to another area so they could see themselves in a mirror. The child then had a lovely time looking at themselves. All children take part in a balanced, fun range of activities which keeps them stimulated and eager to learn.

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?	3
How well are children helped to stay safe?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.