

Little Rascals Day Nursery

Inspection report for early years provision

Unique reference number	EY270903
Inspection date	12/02/2009
Inspector	Jill Steer
Setting address	45 Chesswood Road, Worthing, West Sussex, BN11 2AA
Telephone number	01903 600577
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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 Rascals Day Nursery is privately run. It opened in 2003 and operates from a converted house. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area near Worthing town centre. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

A maximum of 35 children may attend the nursery at any one time. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 92 children aged from birth to under five years on roll, some in part-time places.

There are 15 members of staff, 13 of whom hold appropriate early years qualifications to at least NVQ Level 2. Two members of staff are working towards Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

The quality of the provision is good. All children's needs are understood and met through the effective use of a key worker system and additional support for some children ensures they are all included. Partnership working is extremely well developed so parents actively share in the children's experiences and learning and effective links are made with other carers. The whole staff team demonstrate a commitment to improvement by evaluating practice and implementing change with the sole intention of having a positive impact on the quality of the outcomes for children. Documentation is in place to guide staff in planning a stimulating program of activities which all children can participate in and which helps them to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- continue to use systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- ensure food hygiene information is available to all staff involved in the preparation and handling of food and enable children to gain a sense of concern for their own personal hygiene and care at mealtimes

The leadership and management of the early years provision

The well established staff team work effectively together to provide good quality care for all children. They have developed extremely good partnerships with parents and others to ensure children are well supported and their individual needs

are met. Very good quality information is shared and exchanged with parents about what children are doing and how their development is progressing. Displays chart the progress of activities each week through displays of work and photos of children at play so parents can support and continue the activities at home. Parents' involvement in the nursery is thriving and extremely well valued. They are encouraged to participate in the life of the nursery through a sitting on a committee, sharing information about the children and with the children, social and fund raising events as well as reading stories and evaluating the nursery. This ensures they are fully involved and consulted about the care their children receive, the children thrive within the resultant welcoming and supportive atmosphere. A comprehensive and detailed set of policies underpin the good practice and are available for parents and staff to refer to for guidance.

As part of their commitment to providing a good standard of care for children, the setting has implemented a self-evaluation process which all staff contribute to. Daily reflections of the events and activities ensure issues are quickly identified and rectified to improve the outcomes for children. Frequent risk assessments and daily checks are conducted which highlight any areas where improvements can be made so children continue to be cared for in suitable and safe surroundings. Staff have a sound understanding of safeguarding children. They know to refer any concerns about children to the nominated person, who will report the concerns to ensure children are protected. Staffing ratios are good and children receive good levels of support at all times. Staff are suitably qualified and ongoing training opportunities mean the team as a whole enjoys a good balance of skills which cover all aspects of the curriculum and children's care needs.

The quality and standards of the early years provision

Children are enthusiastic learners as they are well supported by the staff team within a very child focused environment. Children freely move between areas, making independent choices about what they do, having easy access to the resources. Planning has been devised to incorporate a good balance of adult initiated activities with those instigated by children's own interests. Staff are implementing the Early Years Foundation Stage (EYFS) framework in order to ensure children make good developmental progress, each at their own pace. However, not all staff are fully confident about the comprehensive planning, observation and assessment procedures to ensure all children are progressing well within the EYFS framework. Many opportunities exist for children to see letters and words displayed as notices and as stories in books. They are encouraged to enjoy books and stories at all times, including in the outdoor area, which then inspires them to try to 'write' for themselves. Children are constantly encouraged to problem solve for themselves as the staff ask questions and make suggestions which help engage the children in their chosen activity. For example, whilst threading cotton reels asking children 'what will happen if you try and put that one on?' There is good provision for children to develop their numeracy skills as they complete number games and puzzles from the broad range on offer. They count spontaneously in everyday play and enjoy looking at numbers which are familiar to them, such as their age.

Children's achievements are observed and recorded in individual 'All about me' files. Children as well as their parents view these with their key person to reflect on what they have achieved so far. Children show good levels of concentration when participating in craft activities, selecting from the wide range of resources on offer. Some activities are retained for some time to support children's enthusiasm and interest, such as the shredded paper. Initially introduced as noodles whilst celebrating Chinese New Year, children's delight and focus is well supported as staff introduce additional resources.

Freshly prepared food is served to the children each day which meets all their dietary and nutritional needs. Staff sit with the children to encourage them to eat as well as discussing healthy eating. Good routines are in place to encourage children to develop an understanding of good personal hygiene, washing their hands before meals and after playing outside, for example. However, not all children and babies' faces and hands are washed after they have eaten and babies' food bowls are placed on the floor during feeding time. This does not enable children to gain a sense of concern for their own personal care and good practice at mealtimes.

The premises are kept clean and secure and visitors' presence is clearly recorded in order to keep children safe. Children are made aware of keeping themselves and each other safe as they play, through clear guidance and support from staff who encourage them to take risks safely and with supervision. For example, children are encouraged to move activities and resources around and learn how to do so safely. The free flow arrangement enables children to make real choices about what they do and where. They behave well, showing care and consideration for each other whilst developing friendships so they can play cooperatively together.

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?	1
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

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.