

# Little Sneakers

Inspection report for early years provision

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<b>Unique reference number</b>	EY331796
<b>Inspection date</b>	07/04/2009
<b>Inspector</b>	Rebecca Johnson
<b>Setting address</b>	46 Node Hill, Studley, Warwickshire, B80 7RG
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<b>Email</b>	
<b>Type of setting</b>	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 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 Sneakers Day Nursery is one of three nurseries and six Out of School clubs run by Sneakers Childcare Ltd. It opened in 2006 at its current address. It operates from six rooms within a converted detached premises, on the outskirts of Studley in Warwickshire. The nursery serves the local area and also the wider catchment area. The premises are easily accessible to all and children share access to a secure, enclosed outdoor play area.

A maximum of 30 children may attend the nursery at any time. There are currently 53 children in the early years age group on roll. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 12 members of staff. Of these 11 hold appropriate early years qualifications and one is working towards obtaining Early Years Professional Status (EYPS).

The nursery receives support from the local authority.

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

The overall effectiveness of the early year's provision is outstanding. Staff work very well together to create a safe, homely environment for all children. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Children make excellent progress in their learning. They experience a wide range of exciting and stimulating activities which meet their interests and development. Practitioners are fostering good partnerships with parents and outside agencies to ensure that the individual needs of all the children are very well met. There are excellent systems in place to monitor and evaluate the practice within the nursery, to ensure continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the strategies for working in partnership with other settings who deliver the Early Years Foundation Stage (EYFS) to ensure consistency of care and learning for children who attend more than one setting.

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

Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are very well protected. Practitioners are diligent in child protection matters and procedures for vetting and assessing the suitability of staff are stringently implemented. Risk assessments are in-depth and cover all areas to ensure that children are able to move freely and safely within the setting. In-depth documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

Practitioners are highly motivated and skilled. The provider, managers and staff are totally committed to continuous improvement. They work closely together to find and implement ways to continually develop the provision and ensure that children continue to receive a high level of childcare and education. Good systems are in place to support staff's professional development. This includes yearly appraisals and opportunities to attend regular courses and workshops.

Practitioners work very well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their suggestions and comments are acted upon. They are informed of planned activities and events through regular newsletters and notice boards which display a range of additional information. They are encouraged to be fully involved in their children's learning and are invited to attend fun days and evenings where they are able to experience the activities that their children enjoy. Photographs and the use of a digital photograph frame provides parents the opportunity to see life within the setting on a daily basis. Links and information sharing with other provisions which children attend, are currently being forged. However, this is not always reciprocated from other settings to ensure continuity of care and learning.

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

Children are very well settled in the setting. They are highly motivated and rush excitedly to join in with both new and favourite activities such as ice blocks with flowers and wiggles movement sessions. Babies and younger children delight in heuristic play and enjoy discovering new textures such as luminous sand and split peas. Children interact positively both with adults and their peers and actively seek them out to participate in activities or to show off their achievements. Practitioners discuss children's starting points with parents and use this information to plan and provide a stimulating range of experiences which enhance development. Children's behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful.

Practitioners are effectively deployed throughout the setting and have developed an extremely good balance between adult-led and child-initiated activities. The organisation of space ensures that children are able to participate in activities at

their own level of understanding and development. Activities in all areas are set out to promote self-selection. This enhances children's opportunities to develop independence and enjoyment. Children are able to move freely and safely between all areas. Outdoors is used as an extension to learning. Older children enjoy free-flow to outside and younger children and babies experience the outdoors frequently throughout the day. This creates a friendly, family atmosphere within the setting and enhances good health. The setting is wholly inclusive. Children with additional needs are fully included into the setting and procedures have been implemented to ensure that all children's individual needs are fully recognised and met. Resources such as a doll in a wheelchair which children take care of, portray positive images and teach children about the wider world.

Children are making exceptionally good progress in all areas of learning and development with the support of experienced, dedicated and enthusiastic staff, who provide a range of exciting and stimulating activities and fully understand children's development. Planning and assessment processes in line with the Early Years Foundation Stage framework have been implemented. Staff work closely with the teacher mentor to develop planning to ensure that all areas of learning and development are covered. Both spontaneous and planned observations are undertaken and used to assess children's attainments. Learning journeys to record every child's progress have been implemented. Evaluations, assessments and children's personal choices are used to develop planning and ensure that children enjoy, achieve and move forward at a pace suitable to their individual needs.

Children understand the importance of following simple hygiene routines. They understand the importance of washing their hands before eating or after messy play. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables, and learn about healthy eating through topics and growing their own fruit and vegetables in the garden. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately.

The after school club is an integral part of the setting. Older children interact with their younger peers and share activities such as magic shows with them. This further enhances and develops the family learning environment.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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