

# Little Corkers Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	318120
<b>Inspection date</b>	11/08/2009
<b>Inspector</b>	Geneen Yvonne Hulse-Brown

<b>Setting address</b>	Stainforth Surestart Children's Centre, Junction Road, Stainforth, Doncaster, DN7 5DR
<b>Telephone number</b>	01302 841632
<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).

## **Description of the setting**

Little Corkers Day Nursery opened in August 1998 and operates from a purpose built single storey building within Stainforth Children's Centre in Stainforth village, near Doncaster. It is a privately owned nursery, which serves the local community and surrounding villages.

Children use two large playrooms, with access to kitchen and toilet facilities, use of the sensory room and childcare area in the children's centre. Access to the premises is via a flat egress to the front of the building. There are two enclosed outdoor play areas, plus access to the wild garden and adjoining field.

A maximum of 33 children may attend the nursery at any one time. There are currently 56 children aged from six weeks to under five years on roll and children attend for a variety of sessions. The nursery opens from 08.00 am to 6.00 pm, Monday to Friday, all year round. The group provides funded early education for three and four-year-olds. The setting is registered on the Early Years Register. The nursery supports children with special educational needs and disabilities and children for whom English is an additional language.

A team of 12 staff are employed to work with the children on a full and part time basis and all hold appropriate early years qualifications plus an ancillary worker. The setting receives support from the local authority consultant teachers team. They have established links with other providers of early years care and education and the local SureStart Children's Centre.

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

Overall the quality of the provision is good. Children are confident curious and motivated as they make active choices in a stimulating environment. The experienced staff team work cooperatively together to plan and provide a broad range of fun activities tailored to children's individual needs and interests. Imaginatively planned and well resourced outdoor areas enable children to develop their awareness of the environment and natural world, as they explore with increasing curiosity and confidence. Well-established systems are in place to facilitate the development of effective partnerships between parents, carers and other providers of care and early education. The nursery is firmly committed to the continual improvement of the service offered, as staff demonstrate a clear understanding of their strengths and areas for development.

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

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

- continue to provide parents with regular opportunities to add to children's records
- continue to develop ways to reflect on practice to improve the outcomes for

children.

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

Staff work cohesively together, effectively supported by the senior team to meet the needs of all children. There have been few changes within the team, ensuring continuity for children and the development of strong and trusting relationships for all users. Staff use their good knowledge and understanding of the Early Years Foundation Stage (EYFS) framework to complete accurate observations and plan stimulating activities for individual children. The nursery has solid systems in place for recruitment and selection, supported by regular appraisals to ensure staff remain suitable to work with children. Daily discussions and team meetings provide staff with many opportunities to reflect and evaluate the service offered. Staff access ongoing training and development both in-house and externally, sharing their learning to consolidate understanding. The nursery recognises the importance of self-evaluation to monitor practice. They have started to develop systems for reflective practice to inform future planning and improve outcomes for children.

Processes are in place to support established relationships with parents and carers to ensure consistent and effective sharing of children's progress and achievements. They share information about the children on a daily basis and receive ongoing reports on the children's progress. Notice boards and displays effectively show parents what children enjoy at the nursery. Nursery staff have recently introduced parents to home observation systems, which are used to inform children development records and complement what children do at nursery. This practice is still in its infancy and has not been fully implemented to support children's learning. Parents are happy with the nursery, as they approach staff with confidence and value opportunities to discuss their children's development. Successful links with other childcare providers ensure seamless transitions to school and provide continuity of care. The nursery works closely with the local children's centre to support families as needed.

There is a strong understanding of staff roles and responsibilities in keeping children safe. Consistently implemented comprehensive policies and procedures ensure the successful promotion of children's welfare. Annual reviews of extensive risk assessments identify changes and work needed, including ongoing assessments following changes to the nursery facilities. Effective staff deployment throughout the nursery offers children space to manage their own safety, make simple risk assessments, whilst maintaining high levels of supervision. The well-planned and resourced indoor and outdoor areas enable children to extend their independence in a controlled environment.

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

Children are well motivated as they make active choices to plan their own time. They enthusiastically undertake a wide range of stimulating activities both indoors and outside. Children make good progress towards the early learning goals for all areas of learning, as they have fun together. They move freely around the nursery,

enjoying daily access to well resourced outdoor space. Children have fun climbing, balancing and riding bicycles around the play area. They confidently negotiate logs, balance beams and the wobbly bridge as they develop good control of their bodies in the wild garden. Children laugh with excitement as they find ladybirds, chase butterflies and watch spiders catch flies in their webs. Imaginatively planned outdoor space successfully extends indoor activities including, role-play, sand and water alongside large apparatus. Children are developing a good understanding of their environment as they explore their surroundings with increasing motivation. Babies and non-mobile children enjoy planned access to their own outdoor area, where they can explore sand, cause and effect toys and can see the older children extending their physical skills. They are well supervised as they toddle and crawl developing their independence in a safe and secure environment. Children enjoy outings to the village, to play in the park and rides in the nursery six seater bus to the local shops. Staff's good understanding of the EYFS enables them to plan a broad selection of well-planned activities that effectively promote children's learning and development. Observation, planning and assessment systems clearly chart children's progress and identify their next steps.

Children use early problem solving skills, as they build trains with large crates fitting them side by side and design their own obstacle course using large apparatus. They skilfully negotiate their way along the course they have built together. Mark making materials are freely available for children to start to write names on their pictures and for use in the role-play area to make lists. Children concentrate for differing periods as they listen to stories and sing songs, extending their vocabulary. They chatter together as they plan role-plays and act out stories using small world figures and vehicles. Children recognise letters in their name as they point out to visitors 'that's in my name' when looking at labels around the playrooms. Children of all ages excitedly explore a variety of mark making materials including paint, pencils and crayons.

High levels of praise and encouragement from staff ensure children develop good self-esteem. Warm and loving relationships with staff ensure children learn respect and are valued, which in turn supports them to manage their own behaviour, share and take turns. Topics and activities introduce children to cultural differences and the wider world as they say 'hello' in other languages when singing songs and rhymes. They are actively encouraged to share home experiences and respect what others say as they listen with interest at group time. Children are very confident as they approach visitors, including them in their play, questioning what they are doing and why they are at nursery. They happily recall their holidays and retell stories about their sister falling down and hurting her arm. Babies and younger children enjoy warm and caring relationships with familiar staff that use cuddles and facial expressions to develop early communication skills. Children enjoy free access to a wide range of craft materials and messy activities as they explore and extend their natural creativity. Planned and spontaneous activities available throughout the nursery allow children to investigate textures as they let sand and glitter run through their hands. Children of all ages enthusiastically squeeze and mould play dough with increasing skill, mix sand and water and play with a wide range of textured resources, such as pasta, cereals, rice and pebbles. Good photographic evidence is on display and in children's records, clearly showing their progress and achievements.

Staff successfully promote children's health and well-being, as they use topics to talk about our bodies. Children choose when to have snack within the planned routines, sitting together to enjoy social times. Older children extend their independence as they spread butter and cheese on crackers with increasing care, however, they have limited opportunities to serve themselves at lunchtimes. Sensitive reminders help children to learn safe practice and take acceptable risks as they play and they receive good support to manage their own safety.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

