

Looby Loos Private Day Nursery

Inspection report for early years provision

Unique reference number EY387647
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Inspector Janet Skippins

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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 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

Looby Loos Private Day Nursery was registered in 1998. It is in a purpose built building in New Mill, Holmfirth. Children are accommodated in three rooms on two floors with access to an enclosed outdoor area. The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 82 children aged from birth to under five years on roll, some on a part time basis. The nursery supports children with learning difficulties and disabilities. It is open each weekday from 07.30 to 18.00 throughout the year. There are 17 members of staff who work directly with the children, all of whom hold relevant childcare qualifications. The setting is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and settled at the nursery and benefit from a warm, inclusive, and welcoming environment. They are making excellent progress towards the early learning goals and their welfare is promoted well. Exemplary systems are in place to plan activities and observe and assess the children's progress. The provider is able to assess the settings strengths and weaknesses and has a positive attitude to improvement, although the system for self-evaluation is in development. All documentation for the safe and efficient management of the setting is in place. The nursery has a very good partnership with parents and is working well to develop this with other agencies.

What steps need to be taken to improve provision further?

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

- continue to develop the system for self-evaluation.

The leadership and management of the early years provision

The setting runs very smoothly on a day to day basis with staff having a very clear understanding of their roles and responsibilities. Resources are used well to ensure the children have all the equipment they need to ensure that all the areas of learning are covered continuously. The highly stimulating environment both indoors and out helps children progress extremely well towards the early learning goals.

Staff have gained a very high level of knowledge and understanding of the Early Years Foundation Stage through attending training. They put this knowledge into practice by planning an inspirational range of activities which is based on children's interests and information from their well detailed observation and assessment records. This results in the children making significant gains in their learning and having excellent levels of achievement in relation to their starting points and

capabilities.

The nursery works in close partnership with other settings, through regular meetings with the local school and pre-schools. They share information about children and are developing a transitional policy together. This means arranging visits for the teacher to visit nursery and for the children to visit school. Nursery staff will attend follow-up visits after the children have left to see how they are settling in. The nursery also has a very good partnership with parents, good communication is made through, notice boards, newsletters and discussion when children are picked up. Relationships of mutual trust are maintained because parents are made to feel welcome at the nursery, for example, through attending drop days, when they watch their children play and look at the well presented displays of their work as well as their observation records.

The nursery is starting to use a formal self-evaluation system and also evaluates the service through other methods which involve parents, staff and the local authority. This results in a service that is responsive to the needs of children and their families. Development plans are in place, which demonstrate the nursery's commitment to continuous improvement.

Through attending many training courses at various levels the manager and staff have an exemplary knowledge of safeguarding children. There is a very clear well detailed policy in place and the nursery works very well with parents ensuring that the welfare and protection of children is a high priority. The nursery premises and outdoor area are extremely safe as a result of very well detailed written risk assessments being used effectively. Children are taught to be highly safety conscious, for example, they are reminded to use the banister when going down the stairs and they learn about the danger of fire through practising regular fire evacuations.

The quality and standards of the early years provision

Children's learning and development are impressive in relation to starting points and capabilities. Children are confident and learning independence and social skills. They are well motivated, very happy and settled in the nursery. The environment is exceptionally well organised in clearly defined areas and the children have ample space to move about freely. They are able to self select from a very good range of toys and resources. Children's dental health is well promoted through role play activities. The nursery has been awarded with the gold healthy eating award and has the five star rating for food hygiene. This means the children enjoy healthy, nutritious, home cooked meals with lots of fresh fruit and vegetables for snacks. Children also stay healthy because they have plenty fresh air through regular access to the outdoor area, where they take part in activities, such as planting seeds and listening to the sound the rain makes when it lands on their umbrellas. Yoga sessions also contribute to children's health and well-being. Children make a positive contribution to the running of the nursery and develop skills for the future, for example, when they take turns to set the tables for lunch. They feel a sense of pride when they are rewarded with a certificate for doing this. They also put their own work on a display board, wash the dolls outside in the water tray, pour their

own drinks and help themselves to vegetables at lunch time. Children are well mannered, behave well and understand rules, for example, children over the age of two and a half years know they can chat with others on their small group table at lunch time, but they should not raise their voices to talk to children at other tables.

Young babies have lots of cuddles, good eye contact and the staff sit on the floor laughing and talking to them. Their individual needs are very well met with staff implementing their home routines. They provide good, tactile play experiences, for example, staff support them to familiarise themselves with the feel of materials, such as sand, custard, glue and paint.

Toddlers aged from 18 months to two and a half years enjoy a wide variety of stimulating activities which follow their own interests. For example, they are currently working on a theme based on trains which links to one of their favourite stories. They enjoy arranging the chairs into a line then pretending they are going to the seaside and mark making by rolling train engines in paint.

Children over the age of two and a half have very high levels of concentration and spend long periods using sandpaper with wood, then hammering nails into it, under close supervision from staff. Messy play is given high priority throughout the nursery with children having free access to paint, dough, sand and water at all times. They enjoy listening to stories, using props, such as puppets to develop their understanding. Counting skills are developing well because children enjoy singing number rhymes and displays of numbers feature in all rooms as well as the outdoor area. Children are beginning to learn about people from different backgrounds by using resources, such as displays of photographs which are labelled in different languages. From the age of eighteen months children use interesting dressing up clothes representing various cultures. They also take part in activities to learn about celebrations of festivals from around the world. They recently enjoyed a French day when a parent visited the nursery to teach them a few words of French. Children develop their IT skills by taking turns to use simple programmes on the computer. They show pleasure when they click the mouse in the right place when playing a matching game. Staff spend time talking to the children, supporting them and they provide an excellent balance of adult led and child initiated activities. The children relate well to staff, for example, they talk to them about how the wood feels when they have used sandpaper on it. Staff respond well with explanations which are pitched at the right level for the children to understand.

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?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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

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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