

Little Chimps Day Nursery

Inspection report for early years provision

Unique reference number EY279257
Inspection date 19/05/2009
Inspector Patricia Webb

Setting address Wimblebury Community Centre, John Street, Wimblebury,
Cannock, Staffordshire, WS12 0RN
Telephone number 07779 186070
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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

Little Chimps Nursery opened in 2003. It operates from the main hall in Wimblebury Community Centre in the village of Wimblebury in Cannock. All areas of the nursery are easily accessible with additional use of a ramp for further access. There is a fully enclosed outdoor play area accessed via a ramp from the main playroom. The nursery is open each weekday from 08.00 to 18.00 all year round. It also operates a before and after-school service for children over five years of age.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 41 children may attend the nursery at any one time. There are currently 77 children on roll from birth to over eight years of age. The nursery supports children with learning difficulties and/or disabilities.

There are 11 members of staff, 10 of whom hold appropriate early years qualifications. Four staff are working towards a Foundation degree qualification. The nursery is a member of the Pre-school Learning Alliance (PLA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and contented, enjoying a wide range of activities and experiences promoting strong progress in their learning and development. There is a firm emphasis placed on meeting the individual needs of all children with very positive partnerships with parents, carers and other providers. Management and staff work effectively as a cohesive team to strive for on-going improvement, constantly evaluating the practice and its impact upon the outcomes for children. This results in children's welfare being promoted very well.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the range of evidence used to assess staff suitability
- improve the presentation of some resources to further enhance children's enjoyment and self selection
- review the arrangements for meals and snacks for older children to reduce the risk of overcrowding.

The leadership and management of the early years provision

The operation of the setting is very relaxed with a team of staff who thoroughly enjoy the role they play in the welfare and development of the children in their

care. Staff are well trained and eager to improve their own knowledge and skills resulting in a highly motivated workforce delivering an exciting and enthralling programme of activity and learning for the children. A culture of reflective practice is developing with strong leadership from the owner and senior management, mindful of including all involved in the setting in the evaluation of how practise impacts upon the children and where improvements can be made. This process includes consultation with parents and carers and the children themselves who have, for instance, contributed to the planning and a recent overhaul of the daily menus, taking account of their preferences. This demonstrates how highly children and their families are valued in the operation of the provision.

Inclusive practice is a strength in the setting. Parents speak very positively of how children's characters and individual needs are discussed with their key person in order to ensure that all needs are met effectively. Where children have additional learning needs and/or disabilities, there is close liaison from the start between key persons, families and other professionals involved to ensure consistency and an open working relationship. Staff are skilled in many aspects of particular practices in communication such as using baby sign language, Makaton and picture symbols, thereby assisting children who may have English as an additional language, or children for whom vocal communication is not yet fully developed.

Children are safeguarded because staff have a sound knowledge and understanding of the procedures for identifying and reporting any concerns with children's welfare. The procedures for the recruitment and selection of staff are stringent and account is taken of individual staff's continued suitability as part of the detailed appraisals system in place. This is slightly hindered, however, as the owner is not fully conversant with some circumstances which may preclude a person from working with children. Excellent opportunities are offered with regard to training and professional development, resulting in a skilled team that is eager to demonstrate the new ideas and knowledge gained from the training to enhance experiences for the children. For example, senior management staff have attended a course on inclusion development and have prepared a highly effective session for a training day in order to disseminate the information and increase staff knowledge and understanding of this aspect.

The quality and standards of the early years provision

All children in the setting benefit from the committed approach by staff to promote their welfare, learning and development. Each day, the community hall is transformed into an inviting and child-friendly space where children engage in activities that are both adult-planned and child-initiated. Whilst the fabric of the building shows some signs of wear and tear, this does not hinder children who delight in accessing the specific activity areas created using various barriers and partitions. This ensures that babies and young toddlers can play safely and older children can freely explore their environment indoors and outside. There is a very strong emphasis on seeking children's opinions and views, demonstrating how highly staff value and respect them as individuals. For instance, they have assisted in planning ideas such as transport and have contributed to changes in the menus offered as they have discussed healthy eating and favourite meals and snacks.

Children develop a strong sense of awareness of the diversity of their world. Older children understand about the differences in society as they meet with people with disabilities, those who use a wheelchair for mobility and examine the various resources available such as Braille books and hearing aids. The setting also involves children and their families in fund raising for various charities as children become aware of disadvantages in society and how to help others. They have followed topics looking at how people in other countries live and have investigated the lives of the Ancient Egyptians, creating and constructing the head of Tutankhamen which takes pride of place in the area set aside for exploring and developing their knowledge and understanding of the world. Many older children show strong progress in communication and literacy as they write their name scribbling recognisable letters in the correct way. Younger children make marks using various media and staff are keenly aware of the different ways in which boys and girls learn and access certain activities. Children are developing skills for the future as they learn to share, care for others and negotiate in their play and activity. Their behaviour is very good as they respond to the positive role models offered by the adults and help each other such as during lunch time when a child helps a younger friend to locate a drinks beaker.

Babies are content and relaxed as they benefit from the close support and interaction they receive from staff. Close eye-to-eye contact, smiles and facial expressions are all used effectively by staff to promote early communication and the development of relationships. Care routines are followed closely and reviewed regularly to take account of children having reached significant developmental milestones or when routines at home may have changed. Toddlers delight as they discover their facial features when staff use a large safety mirror and promote a sense of self as they discuss the colour of eyes and hair. Children make decisions about their activity developing independence of thought and planning. There is a vast range of resources both commercial and home made which children have had input into creating. For example, they have made a 'feely box' and enjoy adding new items to the hidey holes for others to explore texture, smell, size and colour. Their overall enjoyment is slightly marred as some resources are well worn and not always presented well. Some children struggle with blunt colouring pencils and the book area is at times, untidy with books displayed very haphazardly.

Overall, safety is well maintained with children learning to tidy away, participate in fire drills and learn about their own safety when crossing roads. Staff undertake stringent risk assessments and address any hazards immediately keeping children safe. Children enjoy a healthy lifestyle as they access physical activity indoors and outside, joining in with preparations for the forthcoming sports day with gusto. They cheer their friends on as they complete their practice races and follow the simple sequences of picking up items and depositing them in the various buckets. Older children become enrapt in this, with great hilarity and a sense of achievement, supported by staff who join in enthusiastically. Older children's use of the space for having snacks and meals is hampered as the area and furniture used results in some overcrowding at times and hinders how children choose to sit by their friends. The management and staff have identified this as an area for improvement.

Children's attainment and progression is observed and assessed sensitively and accurately by knowledgeable staff who are implementing the Early Years Foundation Stage in a very positive way. They understand how children learn holistically and ensure that planning is informed by their development and interests to take them on to their next steps. The learning journals are attractive and well presented to keep parents and carers fully informed of how children are learning and developing. Parents indicate a clear understanding of the framework, having had detailed information about it. They know how their children learn through play and by having the opportunity to develop strong and close relationships with their peers and the adults.

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?	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

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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