

Little Growbags

Inspection report for early years provision

Unique reference number

EY294465

Inspection date

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Inspector

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Setting address

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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 Growbags owned by Little Growbags Limited was registered in 2004. It operates from a two storey detached building in its own grounds in Bransford, Worcestershire. The setting is accessible to all children with the baby unit situated on the first floor. There is a fully enclosed area available for outdoor play.

The group opens Monday to Friday all year round except for a week at Christmas and at Easter. Sessions are from 07.45 until 18.00. Children are able to attend for a variety of sessions. A maximum of 37 children may attend the setting at any one time. There are currently 67 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs 11 members of childcare staff. Of these nine hold appropriate early years qualifications, all but one of them at Level 3 or above. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are confident learners who thoroughly enjoy their time in the nursery and make good progress in their learning and development. Staff work in close partnership with parents to help them meet children's individual needs, so their practice is inclusive. However, opportunities for children to improve their understanding of diversity with respect to other cultures are limited. The owner is committed to making ongoing improvements to improve standards in all aspects of the nursery provision. She has worked with staff to complete a detailed self-evaluation that identifies areas for ongoing improvements and the actions and recommendations made at the last inspection have been met robustly.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to develop positive attitudes to diversity with respect to different cultures.

The leadership and management of the early years provision

Children are protected because all staff have a secure knowledge of safeguarding issues and the owner ensures that they have regular opportunities to update their training in this area. The manager has attended more advanced training and

additional workshops on topics such as the Common Assessment Framework. Staff cooperate with external agencies when they are involved in particular child protection concerns. Children receive care in a setting that is safe and secure and they are supervised well at all times. Detailed risk assessments are in place for all aspects of the provision and the owner personally carries out the daily safety checks to ensure that high standards of safety and hygiene are maintained. All required policies are in place and these are shared with parents at the time of admission.

Children thrive because they receive good quality care from staff who are well-qualified and attend additional training to update their knowledge and inform their practice. The owner has ensured that the actions and recommendations from the last inspection have been met and all required documentation, such as an accurate record of children's attendance, is now in place. The older children concentrate well at circle time because staff have had additional training and understand how to ensure that all children are interested and involved. Staff have worked with the owner to carry out a detailed evaluation of the nursery and the owner is using this as a working document to identify ongoing areas for improvement. Her current focus is to continue to improve the use of written observations and assessments to ensure that the pre-school children's individual learning needs are identified and met and the continued development of the extension to the outdoor area.

Children receive individual care and attention because staff use an effective key person system to ensure that they work closely with parents and carers. Children benefit from excellent settling-in routines that are adapted to meet their individual needs and that alleviate any concerns felt by parents when leaving children for the first time. They are able to continue their learning at home because parents receive a detailed daily diary sheet about daily routines and anything significant that children have enjoyed or learnt. Staff talk to parents each night when they collect their children and regular parents' evenings provide parents with a more formal opportunity to discuss children's progress. Children who also attend other early years provision enjoy good continuity of care because the owner has worked hard to develop links with the other providers and in most cases this has been successful. Children with possible learning difficulties and disabilities receive good support because staff implement appropriate referral procedures in discussion with the parents.

The quality and standards of the early years provision

Children of all ages make good progress towards the early learning goals because they enjoy interesting planned activities that are appropriate to their age and stage of development and are adapted to meet their particular learning needs. Staff observe their progress and use the observations to identify children's individual learning needs and to inform their planning. This is particularly effective in the baby room. Babies make very good progress because staff support them extremely well to become enthusiastic learners and confident communicators. They love to explore well-resourced treasure baskets and particularly enjoy items, such as a string mop. They discover how it feels against their faces and then look at it in a mirror. They develop early imaginative play using cardboard boxes as a boat and

are excited when staff sing songs to them, such as the crocodile song.

Children who speak English as an additional language make good progress because staff support their particular needs well. Where possible they use a member of staff who speaks the children's home language as their key person. They provide resources such as books in the children's home language. Children develop some awareness of our wider society because they use a range of books and materials reflecting diversity. They sometimes celebrate festivals from other cultures but the range of activities to increase children's awareness of different cultures is limited.

Children develop a very good understanding of healthy lifestyles. Children of all ages enjoy regular fresh air and exercise and the older children have particularly good opportunities. They use the recently-extended outdoor area for a variety of activities. They learn to care for living things as they help to look after the nursery guinea pigs. They grow and harvest crops, such as, potatoes and strawberries, eat the produce, compost the remains and feed items, such as potato peelings to the wormery they have made. They have regular exercise indoors through planned physical play sessions. They learn to warm up their bodies and join in with the words and actions of favourite songs as part of the routine. They enjoy an obstacle course that provides a good challenge for children of all ages and abilities, because younger children are supported to learn to use equipment, such as, the balance beams while the more able children are encouraged to experiment with different ways to move through the tunnel, such as, lying on their backs and pushing with their feet.

Children throughout the nursery behave very well. Staff have high expectations for children's behaviour that are appropriate to their age and understanding. Two-year-olds learn to share toys and begin to think how they would feel if other children would not share with them. Older children begin to manage their own behaviour because they use a timer to negotiate turns with equipment, such as the computer. They are well mannered and helpful. They tidy up well at meal times and help to prepare. They count how many children are on their table, develop their awareness of one-to-one correspondence, because they decide that they need the same number of plates and count them out. Activities such as these support their development of skills for the future. Children demonstrate a good understanding of their personal safety. For example, older children know why they should not put knives in their mouths although they say that they are allowed to do so at home.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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