

Little Legs Nursery

Inspection report for early years provision

Unique reference number	EY262372
Inspection date	11/06/2009
Inspector	Donna Suzanne Lancaster / Vivienne Dempsey
Setting address	70 Thames Road, Redcar, Cleveland, TS10 1PP
Telephone number	01642 485455
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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 Legs Nursery has been registered since May 2003 and is one of two provisions owned by Little Legs Day Nurseries Ltd. Both settings are situated in converted buildings amongst a parade of shops in a residential area of Redcar. The nursery serves both the local and wider communities. Children under two years have the use of two rooms on the ground floor. Older children are accommodated on the first floor of the building and have the use of two rooms plus a bathroom. There are two separate outdoor play areas attached to the provision, one for each age group.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 31 children aged under eight years may attend the setting at any one time, with no more than 12 children to be aged under two years. There are currently 18 children aged from five months to two years on roll. Children over eight years are also cared for. The nursery opens each weekday from 07.30 to 18.00. However, some children may spend some time at the provider's other nursery, which is close by, at the beginning and the end of each day.

There are 14 members of staff employed, of whom 10 hold appropriate early years qualifications and four are working towards a childcare qualification. The setting receives support from the local authority. One Director has Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff have a sound knowledge of children's individual needs and promote most aspects of children's welfare. Children have free access to a range of learning opportunities in the inclusive and welcoming environment provided. As a result, they are well engaged in most activities, which enables children to make satisfactory progress in their learning. Staff have developed positive relationships with parents, and information is obtained regarding children's care needs. Systems are in place to enable the provision to identify strengths and weaknesses in the service provided to ensure continuous improvements. However, some systems are not yet fully developed or clear in relation to first aid and the management structure.

What steps need to be taken to improve provision further?

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

- continue to develop staff's understanding of the learning and development requirements, including assessments of children's progress, and increase parental involvement in this process, taking into account data protection rules
- further develop the good health of children by taking the necessary steps to prevent the spread of infection, for example, consistent hand washing and

- clear labelling on children's drinks
- ensure the written consent to seek emergency medical treatment and advice is fully in line with the Early Years Foundation Stage requirements.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a named deputy who is able to take charge in the absences of a manager (Suitable people) 31/07/2009
- develop systems to clearly demonstrate that there is at least one person with a current paediatric first aid certificate on the premises and on outings at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 31/07/2009

The leadership and management of the early years provision

All recommendations made at the last inspection have been addressed. For example, suitable recruitment and vetting procedures are now in place to ensure all adults who work with children are suitable to do so, fire evacuation procedures are practised on a regular basis, and the security systems of the premises have improved considerably. However, systems to ensure that a named deputy is able to take charge in the absences of a manager are not yet fully in place; and the systems to demonstrate that there is a first aider on duty at all times and on outings are not sufficiently recorded or clear. These requirements have not been fully met. Appropriate induction procedures ensure all staff are familiar with relevant policies and procedures, such as the safeguarding children policy. Staff know their role and responsibilities and who the designated person is to report any concerns. They closely supervise children and maintain a safe environment in which they play. For example, staff check the rooms, room temperatures and the resources each day before children arrive to ensure effective precautions are in place to minimise any risk to children. Management carry out regular detailed risk assessments for all parts of the nursery and for outings; these highlight any considerations that they must be aware of, identifying any areas of concern.

Self-evaluation has been undertaken across all areas and the setting's strengths and weaknesses identified through the local authority's 'good to better' scheme. The importance of reflecting on activities, what works and what does not work, along with staff training, reviewing policies and procedures are areas identified by the provision. The manager and the staff are enthusiastic and committed to continually developing the provision so children benefit from attending the setting.

Children benefit from the well established partnership with parents and carers that ensures children's care needs are met to maintain continuity in routine. There are sound procedures in place to ensure an effective two-way flow of information. These include occasional newsletters, access to policies and procedures and

relevant information, and daily written diaries about children's care. However, not all staff provide written information for parents about their child's learning and development or involve parents fully in the assessment process. Most of the required documentation is in place and completed; however, the request for permission from parents to seek emergency medical treatment and advice is not fully in line with the specific legal requirements.

The quality and standards of the early years provision

Children are happy and confident in the friendly nursery, where everyone relates well to one another with warm and caring relationships. Staff greet children when they arrive at the nursery, which contributes towards developing positive trusting three-way relationships. Babies receive lots of hugs and begin to form strong bonds with their key workers. Early communication skills are beginning to develop, as staff sing familiar songs whilst they wait for tea to be served, the babies clap their hands and smile and gurgle with delight. Staff also respond well to children's chatter and facial gestures, for example, babies try to tickle each other with the feather duster and they pull faces when they try to eat the soil they are digging in. Babies enjoy playing with toys that are colourful and make pleasant sounds. They explore the natural materials of soil and water and investigate the contents of the storage draws nearby. They develop confidence and good self-esteem as staff use instruments and babies join in confidently; the staff include babies' names in songs and they respond well and clap hands or move instruments. Children are beginning to learn that they are separate from others, as they look at themselves in a toy mirror.

A wide range of creative opportunities is available for young children, which allows them to express themselves imaginatively using a variety of media. Babies enjoy being together and are beginning to develop their social skills as they interact happily with adults and other babies. They are beginning to learn right from wrong as staff gently explain that soil must not be thrown as it could hurt other children's eyes. The key worker system that is being developed is beginning to have a positive effect on children's learning, development and welfare. Most staff have a sound understanding of the Early Years Foundation Stage. Those staff are taking the lead in developing colleagues who are less confident. Most staff are beginning to observe, evaluate, assess and identify children's ongoing needs. However, this is not done consistently for all children. As a result, children are making sound progress towards the early learning goals.

The setting actively promotes healthy eating through home-cooked meals with fresh fruit and vegetables each day. Systems are in place to record children's health and dietary needs, which are considered when planning menus. Meal and snack times are relaxed social occasions, where children and staff sit together. Menus are clearly visible, keeping parents fully informed about the quality of the food their children are eating. Staff are good role models as they wash their hands frequently; however, at some mealtimes babies' hands and faces are not washed and drinking cups are not clearly marked. This does not fully promote a consistent approach to good hygiene practices throughout the nursery. Babies have sufficient opportunities to engage in physical play outdoors and they happily investigate

different areas and resources as they become more mobile and confident. Staff encourage their crawling, standing and balancing skills.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR1) 31/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR1) 31/07/2009