

Little Ones Wonford

Inspection report for early years provision

Unique reference number EY278721
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Inspector Mark Anderson

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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 Ones Wonford opened in 2005 and is one of a group of five nurseries owned by three directors. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 33 children under six years at any one time. There are currently 57 children on roll, 13 of whom receive nursery education funding. Children attend for a variety of sessions. The nursery supports children who have English as an additional language. There is appropriate access and toilet facilities for people with disabilities.

The nursery is open on weekdays, from 08.00 to 18.00, for 51 weeks of the year, excluding bank holidays. It is staffed by a manager, deputy manager and nine other staff, two of whom work part time. All the staff have appropriate childcare qualifications. Two staff hold an Early Years degree, and six have a National Vocational Qualification (NVQ) at level 3. Three staff have a NVQ at level 2, all of whom are currently working towards their level 3 qualification. The nursery is supported by New Opportunities Fund (NOF) funds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The distinctive family ethos ensures that each individual is valued and nurtured. The very strong emphasis on children's welfare and safety ensures the nursery is inclusive and the partnership with parents is a clear strength. Provision for staff professional development is also excellent and the company's policy that all staff should attain a National Vocational Qualification at level 3 as a minimum reflects this commitment. Children clearly enjoy coming to the nursery and take full advantage of all the learning activities and games provided. The nursery continuously reviews, and reflects upon, its practice and is extremely well placed to raise standards even higher.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to establish a settled team to maintain the high standards achieved and to ensure continuity of practice
- continuing to develop effective links with outside agencies, especially schools and settings to which the children transfer

The leadership and management of the early years provision

The management of the nursery is excellent. The staff are a relatively new team but are very aware of their roles and responsibilities and function very effectively as a team. They are vigilant, empathic and wholly committed to providing the

highest level of care and nurture. The setting has some excellent systems and procedures in place.

All policies and procedures relating to the welfare of the children are in place and are regularly updated. Every month a specific policy is selected for a review. Safeguarding procedures are of a very high quality and are implemented very carefully. Collection arrangements are secure. The staff are very well qualified and all have a paediatric first aid qualification in addition to training in basic food hygiene.

The interior accommodation is very welcoming and attractive. The main room is extremely well organised to provide areas for all age groups and a range of activities whilst not compromising the open plan focus which means that all staff can see and support each other throughout the day.

The induction procedure is extremely thorough and ensures that the children who join the setting settle very quickly, becoming members of the Little Ones family. The recording and assessment of each individual's progress in the six areas of learning is exemplary and each child benefits from having his or her own individual education plan which is reviewed on a quarterly basis. Together with formal observations these arrangements ensure that each member of staff not only 'knows' the children but also has a clear picture of their progress to date. The setting's curriculum and the planning which revolves around weekly themes is detailed, flexible and responsive to the interests, needs and learning styles of every child.

Links with parents underpin the nursery provision. Parents are kept involved and informed in a variety of ways. These include regular reports on their child's progress, formal meetings, newsletters, questionnaires, very informative notice boards as well as valuable exchanges of information at handover times at the beginning and end of sessions.

The setting critically reviews all aspects of its provision and evaluates a variety of trends and acts immediately on their findings. The nursery is working towards developing closer links with the schools to which the 'little ones' will move so as to improve the transition arrangements.

The quality and standards of the early years provision

Children of all ages are happy and settled and the nursery clearly achieves its aim of providing a 'home from home' because of its outstanding attention to children's welfare. The quality and standards in all aspects are outstanding. Children have access to a wide range of learning activities both inside and outside. The atmosphere is calm and the focus on integration and interaction across the age range results in a high degree of cooperation and understanding of other's needs. Behaviour is excellent.

Displays of children's work are very impressive and the attention to detail in the presentation of the room reflects the commitment, care and professionalism of the

staff. The adults also provide very enthusiastic play partners helping to extend the children's learning, vocabulary and social skills. The willingness to join in was well illustrated by one member of staff who found themselves lying in a prone position on cold tarmac in order to facilitate a mark making activity which was clearly providing much enjoyment as well as learning. Children are encouraged to be as independent as possible and know the importance of personal hygiene and healthy eating.

The well sized outdoor learning area is divided between a grassed and a hard surfaced area and the large scale climbing apparatus provided the children with much scope for very safe physical development and challenge.

The children are able to access all six areas of learning. The areas are not interpreted narrowly. For example, the provision for creative development goes beyond painting to include imaginative approaches in many spheres, including musical and role playing activities.

Because of the supportive staff the children become confident and are willing to take on new challenges. All opportunities to contribute to the growth of an individual's self-esteem are taken. There is a particular focus upon the requirements of the Every Child Matters agenda and the exemplary tracking and recording of children's progress mean that any areas that need additional support or recognised weaknesses are identified early on and addressed very effectively.

The nursery also achieves a very good balance between child-led learning and adult-initiated activities. This was clearly seen during the observation of a game of 'Where's the honey?' which was enjoyed by all and evidenced the close rapport that exists between adults and children. The positive, nurturing relationships are a great credit to the setting, particularly in light of the substantial recent staff changes.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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