

Little Foxes Childcare and Education for Children and their Parents

Inspection report for early years provision

Unique reference number	EY245003
Inspection date	17/09/2009
Inspector	Susan Esther Harvey
Setting address	The Common, Brinkworth, Chippenham, Wiltshire, SN15 5DX
Telephone number	01666 510356
Email	enquiries@littlefoxesnursery.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Foxes Childcare and Education for Children and their Parents opened in 1993 and operates from a detached building situated in the village of Brinkworth, Wiltshire. All children have access to an enclosed outdoor play area. Little Foxes opens daily from 07:30 to 18:30 all year round.

Little Foxes is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend Little Foxes at any one time. There are currently 134 children from four months to eight years on roll, some in part-time places. Little Foxes supports children with special educational needs and with English as an additional language.

There are 28 members of staff, 26 of whom hold appropriate early years qualifications to at least NVQ2, there are seven other members of staff which includes cooks, a maintenance person and qualified mini-bus driver.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children thrive in Little Foxes Nursery, whatever their individual needs, because of the high expectations and inclusive practice by staff and management for both children's welfare and the ability to achieve. A key strength of the nursery is partnership working with parents and other professionals involved in the children's lives. This contributes significantly to the high standards achieved. The outcome is that all children have a good experience in transferring to school or other areas in the nursery. The nursery shows high levels of the capacity to maintain continuous improvement and has clear effective strategies in place to do so.

What steps need to be taken to improve provision further?

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

- consider encouraging children's further independence during meal times

The effectiveness of leadership and management of the early years provision

The staff and management of the nursery are abundantly aware of the responsibility they have in the safeguarding of children in their care. They regularly update their knowledge with regard to child protection through the attendance of training courses, which means that up-to-date information about current legislation is fully understood. All staff are thoroughly aware of the possible signs and symptoms of neglect and abuse and of their responsibility to follow the correct

procedure in the event of a concern about a child. Throughout the nursery all children are taught to keep themselves safe indoors, outside and on outings. There is a highly effective system in place with regard to the employment of staff and protecting children from people who are not vetted.

Little Foxes nursery's success in implementing the Early Years Foundation Stage (EYFS) framework effectively comes from a strong managerial leadership. The management draws on all available resources to improve outcomes for children, with particular regard to children with additional needs. Resources for all children include the use of a sensory light room, a hydro-pool, and regular visitors who offer extra curricular opportunities and activities for children to learn French, dance or multi-skills which increases their coordination in a fun way. Staff who have responsibility for children with additional educational needs work very closely with parents and the Early Years Inclusions advisor. Through their experience and training staff are able to identify a child's need for additional support as early as possible. This has a great impact on outcomes for all children and aids with the smooth transition into school. These wider partnerships, along with an excellent partnership with parents and the local school, contribute substantially to improving children's care and progress in the EYFS. Management operate a staff recognition programme and annual appraisals identify any training needs.

All parents interviewed were eager to comment and enthusiastically spoke about how well all the staff know their children, even though many have little daily contact with them. Parents say they are extremely confident in leaving their child in the safe care of the staff and appreciate the information provided to them. Parents remark on the detail in the children's learning journals which gives them the opportunity to see what their child is learning so that they can track their progress. They say that they enjoy reading from the daily information sheet about what their children have been doing each day. Parents comment that the nursery staff are friendly, supportive and make them feel welcome.

Very effective comprehensive systems for reviewing their practice and self-evaluation in the nursery accurately highlights areas for development. The review includes all staff, parents and children by asking questions about how the nursery can improve through their 'best value' statement. The monitoring systems which are in place are highly effective in maintaining continuity in the care and education of children. The management team has a clear vision for the future of the nursery and all staff are invited to contribute their views. Regular meetings take place to address issues around the EYFS. For example, the weekly room leaders meetings and full staff meetings look at ways of working together and sharing ideas and resources. All this enables the staff to focus on the needs of the children at all levels of their care and learning.

The quality and standards of the early years provision and outcomes for children

Children across the nursery, including those with additional educational needs and English as an additional language, delight in their play and achieve very well. This

stems from the excellent system of observation, assessment, planning and evaluation led by room supervisors and the management, who demonstrate a real understanding of the early learning goals. Since the implementation of the EYFS staff have worked together to implement a very effective key-person system, resulting in the development of a close relationship between children, staff and parents. Babies and young children are settled and secure in the care of staff, there are lots of cuddles and reassurance when feeling unhappy.

Each key person knows their group of children extremely well in identifying the uniqueness of their individual need, acknowledging each as an individual. Planning systems incorporate children's individual interests, and staff are aware of what children need to learn next. Children learning English as an additional language hear and see words in their own language. Time is taken by staff to help children learn English. An example of this is, for some children's extended holiday, staff made up a tape of homemade nursery rhymes and a collection of photographs of the children in the nursery, as a constant reminder of what the children will be returning to, after their holiday.

Children's starting points are established on entry into the nursery. A gradual induction and settling in programme for babies and children gives the key person, manager and parents time to meet and talk about the children's achievements at home and the contribution parents can make towards their children's learning. Children have many opportunities to choose their own activities and resources which are easy to reach in the well stocked rooms. A well organised rota is in place for using the outside area, the assembly hall, sensory room and hydro-pool throughout the day, so that each child whenever they attend are able to share in the experience. Children are well on their way to being independent learners and develop useful skills for their future lives. All rooms are set up to promote this, for example, babies explore the contents of treasure baskets containing natural materials and objects, toddlers help themselves to toys from low level units, older children have the flexibility in deciding how and where resources will be used.

Staff promote a positive, consistent approach to managing behaviour, they are patient and have high expectations of good manners to which children respond well. Children's health and safety are promoted exceedingly well. They learn the basics of healthy living through regular routines and adult-led activities, such as snack time. The children wash their hands with little reminding, they choose and often prepare their own fresh fruit for snack and hear reminders from staff about the need to drink water from their named cup or beaker. They eat heartily as all children enjoy freshly cooked homemade meals, they look to see what is on the menu blackboard before entering their room and fresh fruit remains in each room throughout the day. The opportunity for children to further their independence during meal times would be beneficial. All children including babies, enjoy a commendable time out-of-doors in the fresh air. Each child has the chance to go on an outing at least once a month, they get excited at the opportunity to go in 'Dave's bus', a mini bus which is used extensively throughout the day to take children to the local library and parks, but especially in the daily transporting of children to and from the local school. Staff, including those in the kitchen, prevent the spread of cross-infection by following consistent routines in the preparation of

food and in the routine for changing children's nappies. Hand sanitizers are available to use on entering the nursery as an extra precaution to prevent infection spreading.

Children use safe and secure environments both indoors and out. Staff teach children how to keep themselves safe, the younger children learn how to use the stairs safely and older children understand the importance of 'fire drills'. Visitors to the nursery are given a complete health and safety tour of the building in the event of an evacuation drill. Staff understand their responsibility for safeguarding children's welfare and know the procedures to follow in the event of an emergency when on outings. As a result, all children in the nursery are cared for to a high standard and enjoy learning through play in a family environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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