

Little Ones - Westexe

Inspection report for early years provision

Unique reference number

EY319948

Inspection date

14/09/2009

Inspector

Denise Franklin

Setting address

Westexe Children's Centre, Cowick Street, Exeter, Devon,
EX4 1HL

Telephone number

01392 279493

Email

info@littleonesnursery.co.uk

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 Ones at Westexe forms part of a children's centre entitled Westexe Children's Centre, located at Cowick Street, Exeter. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Little Ones operates from a self-contained unit within the centre and provides full day care for up to 38 children aged from birth to under eight years. Children are cared for in two adjacent play rooms and have access to an enclosed outdoor play area. There are excellent links with the children's centre onsite and they share a large play area and garden. The nursery has been registered since January 2006 and operates from 07.45 to 18.00, Monday to Friday, all year round. There are currently 82 children enrolled at the nursery, all of whom are of Early Years Foundation Stage age. Thirty-five children are in receipt of nursery education funding.

The nursery supports children with learning difficulties and/or disabilities and those who speak English is an additional language. There is disabled access to all facilities in the setting. The nursery is owned and managed by Little Ones Childcare Limited, who also run four other settings in Exeter and East Devon. Partnerships between these nursery settings are excellent. There are 13 staff working with the children, 12 of whom hold a relevant early years qualification and the other is currently working towards one. Two members of staff have Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Little Ones at Westexe is an outstanding setting that provides the highest quality professional childcare and early years education for all children in its care. Staff know the children extremely well and are skilled at enabling them to follow their individual interests. As a result, all children enjoy their experiences, are fully included and are making excellent progress in their learning and development. Leadership and management of the setting is outstanding and all managers and directors work exceptionally well together to provide excellent learning opportunities and care for all children. Induction procedures and professional development programmes are of very high quality and so the capacity for continual improvement is outstanding.

What steps need to be taken to improve provision further?

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

- ensure that the programme for teaching letters and sounds is fully implemented and that staff are confident to deliver all aspects of it.

The effectiveness of leadership and management of the early years provision

The management team, consisting of the Managing Director, Directors and Setting Manager, work extremely closely to ensure that the setting is always striving to improve and to offer the highest quality provision. Staff morale is high and all staff are fully involved in making decisions to benefit the children. All recommendations from the last inspection have been fully addressed, in particular arrangements for planning, to ensure that activities are based on the interest and needs of the child. There are excellent systems to monitor and evaluate practice and provision. Self-evaluation is detailed and the setting has rightly judged itself outstanding in all aspects of its work.

The environment and resources both inside and outdoors are attractive and stimulating and children are clearly thriving and making very good progress as a result. Staff are effectively deployed to support children's learning and development and to ensure that all are fully included at all times. Cultural diversity is celebrated and menus take account of children's various needs well. The management team works very effectively with the nursery and other agencies onsite. They work closely with the four other private nurseries in the group, which enables staff to share good practice and management matters. The setting is effectively developing strong links with the local schools to ensure smooth transitions.

Safeguarding arrangements are outstanding. All staff are fully trained and the setting is able to access a number of agencies onsite. Other safeguarding requirements are clearly documented and all risk assessments are rigorously completed. The management has very effectively ensured that there are comprehensive procedures for ensuring children's safety when moving around the site. All welfare requirements are fully in place and the setting fully complies with the requirements of the Childcare Register.

Partnerships with parents are outstanding. Parents are very happy with the information they receive and feel staff are willing to listen and support with any concerns. Regular newsletters and information on notice boards provide excellent information about the curriculum. Parents receive a nursery policy each month and are included in the review process. Parents' evenings usually follow a curriculum theme. For example, a recent evening, focussing on 'mark making', was very well attended and appreciated by parents. Parents also receive information about their child's progress every three months and are fully involved in decisions about their child's next steps in learning and development.

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

Children are provided with an outstanding range of activities, both inside and outdoors. They confidently choose whether to be inside or out and can access a wide range of interesting resources and activities safely. They thoroughly enjoy

their time at nursery and as a result all are making very good progress in their learning and development. Planning is a key strength and is clearly enabling children to pursue their own interests, whilst promoting their learning and development. Focus sessions, separately for babies, toddlers and pre-school children, support them very effectively to achieve their next steps. Observations, both formal and incidental, are used well to ensure that the individual needs of each child are met. This information is also used to track individual children's progress in a comprehensive 'Record of Achievement' for each child and for the three-monthly summaries for parents.

Babies respond extremely well to gestures and singing by adults. They were very excited when they saw an empty water tray, which was then filled with flour and water for them to explore. They waited patiently until they had aprons on, knowing the routine, before investigating the mixture. Adults developed early language well by talking about the texture and in turn the babies gurgled with glee. Procedures for ensuring health, safety and hygiene are excellent, including procedures for nappy changing.

Toddlers and pre-school children enjoy a wide range of activities. During this visit, two children filled a bottle with coloured water using a small spade and a smaller container. Others made marks on the white board. A larger group covered a tent frame with material and inside looked at books and sang. A small group concentrated very well on threading and recognising numbers. Toddlers took turns to experiment with remote controlled vehicles. Adults model appropriate language well, although few children are able to communicate in more than one word or short phrases. Pre-school children discover what happens when colours are mixed and use their hands to create pictures. They talk confidently about their pictures. Adults make comprehensive observations on key children, during these sessions, to support individual children's learning and development. The team has identified the need to raise achievement in communication and language skills and is in the process of introducing a programme for teaching sounds and letters. This is a recent initiative and is not yet fully embedded into practice.

Relationships are very strong. Adults use praise very effectively to raise children's confidence and to promote good behaviour. Children respond extremely well by taking turns and sharing, showing exemplary behaviour. Their social skills are developing very well. They are becoming confident, independent learners and enjoy taking responsibilities. All welfare requirements are in place and rigorously implemented. High levels of supervision ensure the safety of all children. They know exactly what is expected of them, both in the setting and when moving to and from outdoors. There are many opportunities for all children, including the babies, to enjoy physical exercise outside. In the garden children are able to take risks, while being very well supervised and stimulated by adults. They grow their own fruit and vegetables, harvest the crops and eat them. This effectively helps children to understand the value of fresh fruit and vegetables. Healthy snacks and menus, planned to support children's individual and cultural needs, also ensure children have a very clear understanding of healthy lifestyles. Babies are extremely content and settled. They are beginning to confidently explore their surroundings and becoming active and inquisitive learners. Older children develop basic skills very well because they can explore following their own interests and are very well

prepared for their next stage in learning. A comprehensive transition programme supports children's move to their next school extremely well.

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
--	-----