

Little Ones - Budlake

Inspection report for early years provision

Unique reference number	EY233576
Inspection date	20/10/2009
Inspector	Sara Bailey

Setting address	Budlake Hall, Budlake, Exeter, Devon, EX5 3JW
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Telephone number	01392 882340
Email	info@littleonesnursery.co.uk
Type of setting	Childcare on non-domestic premises

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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

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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.

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Description of the setting

Little Ones at Budlake registered in 2002. It is a privately owned nursery providing full day care. It operates from Budlake Hall, Budlake near Exeter, Devon and is one of a small chain of nurseries in the area. The owner/managing director is level 3 qualified in childcare. She is supported by three directors. Children are grouped according to age, with a baby room for babies up to the age of two years and a main play room for children aged two to four years. There is a sleep room, kitchen, toilet facilities and fully enclosed outside play area. There is also a grassed area on the adjoining National Trust site for outside play.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to care for up to 29 children under eight but currently only have children on roll within the early years age range. There are currently 47 children on roll. The setting is in receipt of funding for the provision of free early education. The setting support children with special educational needs and/or disabilities.

A nursery manager who is level 3 qualified, working towards her foundation degree in Early Years is supported by three nursery seniors, one of whom is level 4, one is working towards her level 4 and another is also working towards her foundation degree. There are a further six members of staff who work with children. One is a qualified teacher in Early Years, four of these hold level 3 childcare qualifications, and one is working towards this. There is also a Modern Apprentice working towards a level 2. The setting also employs a cook.

The nursery is open Monday to Friday 7.45 am to 6.00pm all year round. Overnight care is not provided.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Due to exceptional leadership and management at all levels, the setting are highly effective at delivering the learning and development requirements and welfare requirements. This ensures children's individual needs are met really effectively. The setting's commitment to continuous improvement is exemplary, with minor weaknesses identified and addressed immediately. There is a very strong emphasis on training and embedding ambition in to the staff team.

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 rooms are maintained at a temperature which ensures the comfort of the children and staff, including non-mobile children

The effectiveness of leadership and management of the early years provision

Staff at all levels understand their roles and responsibilities in safeguarding children due to a commitment by management to ensure everyone attends safeguarding training. Robust systems are in place to ensure staff who are awaiting clearance on their suitability checks are not left unsupervised with children at any time and do not participate in any personal care routines. Comprehensive policies and procedures are implemented and the senior management's collaborative work with other agencies in order to safeguard children is extremely professional and supportive of less experienced staff. Detailed risk assessments are carried out of the premises and outings to ensure children's safety at all times. This includes staff and children wearing stickers with the nursery contact details when out of the premises to alert emergency services in the event of an emergency.

Management have high expectations and set high standards, which are embedded across all areas of practice. Staff are well inducted into their roles, exceptionally well supervised and supported and constantly involved in discussions about how to further develop practice and share information. There are a variety of meetings at all levels to monitor the setting's delivery of learning and development across all nurseries within the chain, such as teachers' meetings, managers and senior meetings as well as team meetings and planning meetings. Staff from each setting are overall supported by a team of managing directors, each of whom have very clear roles and responsibilities in delivering quality, curriculum or support managers with human resources tasks such as staffing issues. This leads to the very smooth operation of the setting and high morale. Minor weaknesses identified by staff or through the inspection process are immediately addressed to an excellent standard. For example, the heating on the day of inspection was ineffective and brought to staff's attention as not being adequate for children in their care. The problem had already been logged by the manager and an engineer booked for the following day. However, staff immediately used portable heaters to boost the heat when pointed out and risk assessed the new temporary situation to ensure children's continued safety. The setting's self-evaluation is completed by all staff and is a true reflection of the setting, which shows an excellent understanding of their ability to make continuous improvement, which is also reflected in how well the setting have addressed recommendations raised at their previous inspection.

High staff ratios and excellent deployment of staff ensure children's individual needs are really well met. The well organised grouping of children reflects the need for time as a whole group for babies to learn from older children, time with their siblings such as a communal lunch time and time for their own age groups to ensure safety, for example, babies having a designated room and times outside to explore safely and older children having access to resources which contain smaller pieces to meet their own needs. Staff also make excellent use of the outside area several times a day, regardless of the weather.

Equality and diversity is actively promoted in all aspects of the day to day running of the setting; it is at the heart of all its work. Children are well integrated and the development of all children in relation to their starting points is excellent. Staff have an excellent knowledge of each child's background and needs. They plan to ensure different cultures and festivals are explored in meaningful ways and promote positive images of diversity through posters, books and resources. Excellent partnerships with parents and other settings ensure children's individual needs are understood and met effectively. Parents are involved in the reviewing of policies and have regular information about the setting and their individual children via newsletters, face to face discussions and parents' evenings.

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

Outcomes for children are outstanding in all but one of the five outcome areas. On the day of inspection the cold room temperature for children, especially non-mobile babies impacted on their extent for a healthy lifestyle. However, due to excellent leadership and management the weakness was temporarily addressed by lunch time and a long time solution is in hand. All other aspects of children's good health are promoted really well. For example, children are independent in using the toilet and hand washing facilities. They use wet wipes at the table after eating and take great delight in being provided with safety mirrors to see where on their faces they need to clean. Babies are snuggled in to have their bottles and sleep according to parents' wishes. Their daily routines, such as nappy changes, eating and sleeping are recorded although the wipe-on-board system is not as clear or secure as hard copies. Children greatly benefit from home-cooked healthy and nutritious meals and snacks. They enjoy a two course meal such as spaghetti bolognese and apple crumble with custard, using only fresh ingredients, avoiding packets and convenience foods.

Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. They play in a calm way, being aware of each other and how to move around safely. Their behaviour is equally calm and respectful of their peers and staff, due to the excellent role modelling of staff and support in their play, which is full of discussions about ways to share, take turns and problem solve with their peers and resolving difficulties. For example, a frustrated child cries and stamps his feet when the magnetic trains do not stay together. Staff are all very supportive and explain and show how this can be resolved effectively, preventing the child from losing control.

Children are fully engaged in a range of exceptionally well planned activities, which meet individual needs. Topics are exciting and challenging, such as exploring different materials, which this week are plastic and metal. Activities are linked to each of the six areas of learning and identify early learning goals for staff to be aware of for observation purposes. Children's progress and achievements are clearly recorded on stickers and transferred into their individual assessment files, where the information is used to develop their three monthly individual learning plans. These influence future planning and are shared with parents and other settings children attend to meet children's individual needs really effectively.

Children explore letters and sounds as a part of everyday activities. For example, they use a variety of spoons made of different materials to tap out a beat to words for their planned activity but instead of taking place inside, it is an activity enjoyed outside in the rain, which shows how practitioners are extending children's learning and being resourceful in their approach to learning and development. Children show a very good awareness of fundamental skills for the future and benefit from constant communication with staff and a development of numeracy through everyday play such the role play area becoming a toy shop selling toys made of different materials in line with their theme, with a till and toy money. Children explore technology through use of remote controlled cars, battery operated toys such as torches and learn how to work electronic equipment such as CD players.

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

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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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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