

Looby Lou's

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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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

Looby Lou's Day Nursery is privately owned. It was established in 1990 and bought by the current owners in 2009. It is one of two facilities operated in England by Nursery Group Limited. It is located in purpose built, two storey premises on the commercial estate at the north end of Northallerton. Local amenities including shops, schools and the library are nearby. The nursery has lift access to the second floor.

The nursery is registered to care for a maximum of 137 children under eight years at any one time, of whom no more than 97 may be in the early years age range. There are currently 105 children attending in this age group. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides care weekdays from 7.30am to 6.00pm for 50 weeks of the year.

There are 22 members of staff working with the children on a full or part time basis. The majority of which have early years qualifications equivalent to National Vocational Qualification (NVQ) Level 2, 3 or higher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the nursery and their individuality is acknowledged and celebrated. A successful key person system is in place and children are making good, and in some cases, exceptional progress in their learning and development. Good partnerships with parents are in place and impact positively on children's welfare. The extent to which children make a positive contribution is outstanding. Reflection and self-evaluation are embedded in nursery practice, helping staff effectively identify areas for further improvement. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- ensure all parents follow the nursery security procedures with regards to entry to the premises
- introduce summative assessments for younger children so their progress can be tracked.

The effectiveness of leadership and management of the early years provision

Leadership and management in the nursery is strong and staff are committed to promoting good, child centred practice. Robust recruitment and vetting procedures

ensure that adults are suitable to work with children. Well planned induction programmes, regular appraisals and effective overall monitoring ensure that all staff are aware of their roles and responsibilities and that they implement these consistently. Detailed risk assessments and continual checks ensure that children remain safe, both in the setting and on outings. Although strict procedures are in place for security, some parents do not always adhere to these with regards to entry to the premises to ensure maximum safety. Effective procedures are in place to gather and record information in order to meet all children's individual needs, such as children's personal details, routines, and likes and dislikes. As a result, children settle quickly into the nursery.

Good systems for driving and securing improvement are in place. All staff, including the management team, demonstrate a positive commitment to training in order to continually improve the quality of the service they provide. The setting takes positive steps to ensure that the environment and setting are sustainable. Regular staff appraisals are used to recognise staff achievements and also identify areas for their professional development. This helps them to improve outcomes for children. The setting uses self-evaluation to identify clear and achievable plans for improvement. Staff, parents and children are involved in this process. Their views are sought and acted upon through regular discussions, staff meetings, occasional meetings with parents and questionnaires. Consequently the capacity to maintain continuous improvement is good.

The nursery is extremely welcoming and is maintained to high standards. All areas are brightly decorated, are inviting to children and provide a rich environment which is conducive to learning. Easily accessible, high quality toys and child sized furniture help to promote children's independence and ensure equality and inclusion for all. Their work is proudly displayed which helps to raise their self-esteem and ensure all are valued. Staff are successful in identifying and narrowing any achievement gaps for individual children including those who have special educational needs and/or disabilities. Well established and effective working partnerships and channels of communication with external agencies and parents helps to ensure progression and continuity of learning and care.

Positive relationships with parents have been established. Written policies are shared with parents and lots of information is clearly displayed throughout the nursery. As a result, parents are well informed about their children's care, learning and development. Parents speak highly of the care their children receive.

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

Staff have a secure understanding of the Early Years Foundation Stage and use this knowledge to observe, assess and plan for individual needs. Planning focuses on children's interests, learning styles and builds on what they can already do. Observations and assessments are used to identify the next steps in children's learning. However, summative assessments are not completed for the younger children so their progress can be tracked and the information used to help with planning.

Children have good opportunities to develop skills for future learning. Older children easily recognise their names and younger children know which is their drink bottle by the colour and pictures on them. Children happily initiate conversation about special events that have occurred, such as birthday parties and display high levels of confidence and self-esteem. They enjoy listening to, and using spoken language and chat happily as they play. They enjoy books and can often be found sitting quietly looking at the pictures and re telling the story to themselves. Number and alphabet displays and signs around the setting, promote literacy and numeracy skills. Children confidently use numbers and mathematical language throughout play and day to day routines, for example, using their fingers to represent numbers when singing number songs. They are very enthusiastic singers and use their imagination well to invent verses as they sing 'The Wheels on the bus.' Activities around re-cycling help to raise children's awareness of the importance of caring for the environment.

Children confidently follow the daily routines implemented to reduce the risk of cross infection. They know when it is appropriate to wash their hands and watchful staff ensure they use soap. This, along with the high standards of cleanliness and nutritious meals helps to keep children healthy. First aid trained staff are on duty at all times. Satisfactory opportunities are made for children to benefit from playing in the fresh air. The outdoor play area is currently being developed and the manager has many plans to make this an exciting place to promote the outcomes for children. Children have a great desire and willingness to participate in nursery life. Their behaviour is exemplary and there is a happy, friendly atmosphere throughout the rooms. They are beginning to show an excellent awareness of responsibility within the setting as they help to tidy up, demonstrate safe practice as they use the stairs, and participate in emergency evacuation procedures. They have excellent relationships with adults and peers, shouting cheery 'welcomes' to other children as they arrive at nursery and showing much affection for the adults who care for them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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