

Little Red Hen Day Nurseries Ltd

Inspection report for early years provision

Unique reference number	EY398106
Inspection date	09/11/2009
Inspector	Samantha Hunt

Setting address	Units 3B & 4 Grove Business Park, Waltham Road, White Waltham, Maidenhead, Berkshire, SL6 3LW
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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*.

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Description of the setting

Little Red Hen Day Nurseries Ltd - Grove Park is one of two privately owned nurseries. It opened in 2009 and operates from a business park set in the rural part of White Waltham, near Maidenhead, Berkshire. The nursery comprises of five playrooms and a separate sleep room. There is easy access to the property and a secure outside area is available. The nursery is registered on the Early Years Register and cares for a maximum of 30 children at any one time. There are currently 14 children on roll. The nursery is open each weekday from 08.00 to 18:00, 48 weeks of the year. Children attend for a variety of sessions. The nursery employs five members of staff. Of these, four hold appropriate childcare qualifications and one is working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the setting. They eagerly take part in activities and experiences that promote all areas of their development. Staff work well together and form excellent partnerships with parents to support children's well-being in the nursery. The owner/manager demonstrates a desire to provide high quality childcare and has effective systems in place to monitor and move the provision forward. This ensures positive outcomes for children are promoted.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment process to include children's starting points
- review procedures and documentation related to medication and accidents to ensure records include children's full names, and obtain parental permission to administer non-prescribed medication to children
- maintain and monitor the temperature of the building to ensure the comfort of all children and staff.

The effectiveness of leadership and management of the early years provision

The setting has good policies and procedures in place which ensure children are safeguarded. Staff show a good awareness of safeguarding and are clear of the procedures to follow if they had a concern about a child or if an allegation was made against a member of staff. Security of the setting is good and all visitors to the setting are asked to sign in before entering the main areas of the nursery. The setting has very good recruitment, induction and appraisal procedures in place. All staff are CRB checked and required to attend core training in areas, such as child protection and first aid, on a regularly basis. The owner/manager demonstrates a

passion and vision for her setting. She plays an active role within her provision and is clearly able to identify both strengths and weaknesses of the setting and is continually reviewing areas for improvement or development. There are comprehensive policies and procedures in place to support the running of the nursery, all of which are shared with staff and parents. Records relating to children's attendance are accurately recorded, and parents are asked to sign their children out. Medication and accident records are maintained and parents are always given a copy, however these records do not always clearly show the child's full name. Whilst staff obtain written parental consent prior to administering prescribed medication, they do not always extend this to non-prescribed medication, such as teething gel.

Staff plan activities and experiences for children that take into account their individual needs and stages of development. They carry out weekly observations on the children and use these effectively to support future learning. Although the setting gathers information about children's individual routines, likes and needs they have identified that they do not include details relating to children's developmental starting points to further support their assessment process. Whilst children play in a bright and child friendly environment, there is currently no system in place to monitor the room temperatures. As result on the day of inspection some areas of the nursery were cold. Toys and resources are of good quality, a mixture of natural and man-made materials. Rooms are well organised with many toys stored in low-level shelving and baskets, which enables children to easily access them and make choices about what they want to play with.

The nursery has a very clear understanding of the importance of forming partnerships with others and has effective systems in place to support this process. Partnerships with parents are excellent. The nursery values parents and provides them with information about the setting, and its policies and procedures prior to children starting. Settling in procedures are good with parents actively encouraged to visit as many times as they wish before their child starts. This helps to support and build effective partnerships. Parents receive daily reports about how their children have been, the activities and experiences they have had, along with individual details such as what they have eaten or how long they have slept. Regular newsletters keep parents informed about the curriculum and life at the nursery. Parents can easily access their children's developmental records when they wish, which enables them to see the progress their children are making on a regular basis. Parents spoken too speak very highly of the nursery and its staff. They value the information shared with them and feel staff know their children well.

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

Children are forming good relationships with their peers and staff. They relate well to one another showing kindness and greeting friends as they arrive at nursery. Children are confident to initiate their own play and independently select toys and resources. They make their needs known well for example, asking to go to the toilet or requesting the musical instruments be taken out. Children enjoy singing

songs and readily taking part in a music session. They join in with the actions and eagerly line up to take part in the band which proceeds to go around the room as they march up and then down the hill playing the Grand Old Duke of York.

Children show excitement and curiosity as they play with a new toy in the nursery. They press the buttons, identify numbers and request staff and friends listen as they speak into the speaker, giggling at the sound they make as their voice is amplified. They enjoy their time in the garden playing on the equipment and exploring the ice which has formed because of the frosty morning. They hold the ice in their hands, watch it melt and then run to collect more whilst staff encourage them to decide what has happened to the ice. Staff involve themselves well in children's learning, but also allow them time to initiate their own play. They use good questioning techniques to make children think and get down to the children's level then talking to them or supporting their play.

Children are encouraged to adopt healthy lifestyles and feel safe through discussion and practice within the nursery. There is daily access to fresh air and exercise, and children know and hold their hands out to be washed before eating their snack. Snack and meals provided include fresh fruit and vegetables daily and drinking water is easily accessible to all children in individually labelled cups or beakers. Children's individual dietary needs are noted and respected, and a daily menu is displayed for parents to see. Staff follow good procedures when serving meals and changing nappies which minimise risks to children's health. Staff supervise children well and give gentle reminders not to run or to climb on the chairs because they might fall. Regular outings and walks into the surrounding area provide opportunities to introduce and reinforce road safety with the children. All sleeping children are checked and monitored regularly by staff and sleep in a cot or bed according to their age and stage of development.

Children learn about the wider world as they celebrate festivals and go on walks into their community. For example they visit the local airfield to watch the planes taking off and landing from the viewing area. Children behave well, and learn to care for their surroundings as they take their outdoor shoes off indoors and help to tidy away the toys before going into the garden. Staff show children warmth and kindness and are good role models. Children receive lots of positive praise and encouragement from staff as they play and learn. Staff use effective techniques, such as sticker charts, to support and promote children's good behaviour. Children's art work is valued and displayed within the nursery room. This helps children to feel valued and part of the setting.

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	1

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	2
The extent to which children develop skills for the future	2

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