

Little Pines Day Nursery

Inspection report for early years provision

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Inspection date	19/01/2010
Inspector	Maria Lumley
Setting address	31 Kings Park Road, Bournemouth, Dorset, BH7 7AE
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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 Pines Day Nursery is privately owned and opened in April 2000. It operates from the ground floor premises of the registered person's home and from which the nursery has sole use. The setting is close to the centre of Boscombe and Bournemouth. The nursery serves the wider area of Bournemouth and its surrounding boundaries.

The nursery is registered on the Early Years Register and a maximum of 22 children may attend the nursery at any one time. There are 42 children currently on roll. The nursery is open each weekday from 08.30am to 17.45pm for 51 weeks of the year.

A team of four full time and three part time staff work with the children. All of the staff have early years qualifications. The setting receives support from the Early Years Development and Childcare partnership. They are accredited members of Bournemouth Early Years Quality Standards and Investors in People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make rapid progress in their learning because staff have an excellent understanding of how to support their learning and development within the Early Years Foundation Stage (EYFS). The manager/owner has a very clear vision for the future and staff are highly committed to continuous improvement to support the very best outcomes for children. There are some extremely well-targeted plans for continuing development. Exceptionally strong partnerships with parents ensure that children's care needs are met well and the uniqueness of each child is respected.

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 all areas of the garden are safe.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting processes ensure that there is a team of very highly qualified and skilled staff, who have an extremely clear understanding of how to safeguard children's welfare. For example, arrangements to obtain staff clearances are very carefully monitored, and initial induction programmes include thorough consideration of the nursery's extremely clear policies and procedures. Ongoing participation in training is a significant strength of the nursery and staff

demonstrate a clear commitment to their continued learning and development. All staff have completed safeguarding training and this is updated every three years. Staff have a very clear understanding of what child abuse and neglect mean, and of how to implement the detailed and up-to-date safeguarding policy in the event of any child protection concerns. Thorough risk assessments are in place and action has been taken to minimise risks to children within the nursery. For example, the use of gates deny babies access to the toddler room and listening monitors along with ten minute checks ensure that sleeping babies are safe. Security of the building is outstanding, the main door being fitted with a biometric scanner to read fingerprints. All staff, children and visitors attendances at the nursery are documented in a register. The nursery have implemented a password system on occasions when parents are unable to collect their children. Staff complete a garden checklist before children use the area, however a damaged fence panel and ivy have not been dealt with. There are plans for a new wall to be built in the next few weeks which will resolve these issues, however staff need to organise interim plans.

Excellent use of time, space and resources promote children's safe and eager participation. The day is very carefully planned around meeting children's individual welfare and learning needs. Furniture and equipment is of a very high quality and the highly effective deployment of staff ensures children achieve their planned goals in learning and development rapidly. Staff have non-contact time each week to ensure they are able to maintain children's learning journeys to a high standard. Staff support and develop activities which engage children and focus on their individual interests, so that they are curious and inquisitive. The setting is welcoming to all and staff actively promote an environment of equality and respect. There is a clear inclusive ethos which leads to high levels of participation for children, staff and parents developing a very strong sense of belonging for everyone. Children freely access a very wide range of resources that promote positive images and staff use these successfully to help children understand, respect and value those who are different to themselves. Children's progress relative to their starting points are rigorously monitored. The manager and staff work cohesively. The high expectations and enthusiasm from staff for excellence ensure moral is high and the settings success and vision for the future are managed and implemented well. Clear targets for improvement are driven by effective systems in place for self-evaluation.

Communication with parents is excellent and parents report that they feel valued and welcome. They each receive an individual greeting and are fully consulted about their child's care and education. Parents receive an abundance of information about how the setting operates, how their child is progressing and they are invited to be actively involved in future plans. For example, they help to complete their child's first daisy wheel when they start at nursery and make written contributions in children's learning journeys. 'Dad's packs' have recently been introduced to help fathers feel more involved in their children's learning. Parents can take home 'Story sacks' and 'School packs' to enhance children's interest in books and to prepare them for the transition to school. The manager demonstrates a keen commitment towards working in partnership with other providers and has links in place to share information to help promote children's welfare and development.

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

Children wait outside the nursery with excited anticipation and separate from parents with ease, confidently waving goodbye to them before parents are ready to leave. They seek special friends, choose activities and soon become engrossed in their play. Children in all areas of the nursery have a strong sense of belonging through very close caring contact with key adults. Staff are very skilled in getting to know each child very well and have high aspirations to help children flourish. The atmosphere at the nursery is extremely calm and productive. Children are continually engrossed in activities, happy and settled. They show great care and consideration for their friends and staff and are familiar with what is expected of them, such as kind hands and sharing. Minor incidents are dealt with promptly and effectively by the skilled staff. For example, when a child is reluctant to share a member of staff is quick to intervene and makes excellent use of resources. This includes a book titled, 'But excuse me that's my book' and Henry the empathy doll to reinforce kindness and sharing. Children thrive when given special responsibilities such as being the snack helpers, laying the tables and preparing bowls of fruit. When their friends visit the snack table they demonstrate very good manners saying, 'Please' and 'Thank you' unprompted. Children have very good awareness of healthy eating and talk about the benefits of eating fruit and drinking milk as they sit together for their snack. The nursery have achieved a silver level in Healthy Early Years settings and this has had a positive impact on children's health as parents receive the nurseries mission for nutrition newsletter. Consequently parents are aware of additives to be avoided and they provide healthy, nutritious lunches for their children. Children are familiar with the nurseries daily routines and automatically wash their hands prior to eating and brush their teeth after lunch.

Children develop extremely well because staff have a very good knowledge and understanding of the EYFS and how children learn. Staff are highly trained and skilled and are constantly seeking to improve their own professional development to support children to reach achievable targets, building their self-esteem and confidence in learning. Staff observe children's progress in a range of ways and use this information extremely well to focus adult support for activities. Parents share information about children's starting points and regular dialogue with parents help staff focus on the needs of the 'whole child' at all times. The day is structured flexibly and they make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. Children choose from interesting resources, natural materials and follow their interests with persistence and concentration and have confidence to try new activities by themselves.

Children are confident communicators, babies using expression, gestures and sounds to communicate their needs and older children gaining competent use of language. Toddlers sit excitedly in the new 'A' frame mirrored kaleidoscope and look at books. They carefully turn pages and examine the pictures. When a young child says, 'Bear Hunt' a member of staff is quick to respond and children gather

round. They sit in baskets and listen as she reads the story with great animation, involving the children in the familiar story and promoting their language development.

As three and four-year-olds use the computer a child suggests, 'Let's move the rectangles to make a house, that's how you make a house'. Staff respond to children's interests such as super heroes and provide them with resources to make capes and dens. Children show good imagination and extend their own play using tin foil to create moon buggies and fabrics to create the moon's surface.

Throughout the nursery children have excellent opportunities to develop their physical skills through planned yoga, gym workshops and tots sports. Babies are extremely well supported by dedicated staff as they start to show signs of mobility. They are encouraged to bear weight on their feet and the use of activity gyms support them as they start to take steps. Children use the extremely well equipped garden regardless of weather conditions, they are provided with waterproof clothing and Wellington boots in the cold, wet weather and a large canopy and sun cream protect them in the Summer months. Children have high levels of independence and manage their self care skills as they prepare to go outside. They use the 'Magic way' of putting on their coats, laying them out on the floor upside down and putting their arms in, before flipping them over their heads. Children carefully manoeuvre bikes and cars to control speed and direction. They are fascinated as they use buckets of water and bamboo canes to pour and transfer water from one area to another. They explore weight and measure as they fill buckets, one child saying, 'My buckets heavy'. Staff support the activity extremely well and introduce alternative ways of using the bamboo canes. This results in children exploring speed and using language such as 'fast' and 'slow' as they drop items down the canes, they discover that speed is altered depending on the angle of the cane. Babies use abacuses to explore number, size and colour as they shift beads along the frames.

Children are extremely creative and produce some outstanding examples of art and design. An art teacher visits the nursery each month and children have opportunities to explore and re-create the work of different artists such as Picasso. They show good awareness of shape and colour as they complete their work. An extensive range of materials including paint, clay and dough enable children to explore a variety of media and captures their interest as they become completely absorbed in craft activities. Babies enjoy exploring gloop and watch with wonder as it drops through their fingers. Toddlers sit in 'tuff spots' exploring foam with their hands and feet. Brushes and sponges are introduced for them to make marks and form patterns in the foam. As children play in the garden they sit in 'tuff spots', exploring mud, adding water to the mud and exploring changing state as it becomes runny. Incidental opportunities occurs as children explore ice and snow in the cold weather, watching with wonder as it melts and turns into water.

Children's understanding of information, technology is developing very well as they use an excellent range of resources to support this area of learning. For example, children confidently sing into microphones, they press the correct buttons to record their voices and excitedly play them back. The computer is permanently set up and children make good use of the resource. They confidently manoeuvre the mouse to activate the cursor on the monitor. A child is highly skilled in operating the

computer, sharing their skills with their friends. They ably move animals to their correct habitat, placing sea lions in the water and parrots to the trees.

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

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