

# The Little Daycare Company

Inspection report for early years provision

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<b>Unique reference number</b>	EY399786
<b>Inspection date</b>	04/03/2010
<b>Inspector</b>	Stacey Sangster

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<b>Type of setting</b>	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

The Little Daycare Company has been registered since September 2009 and began caring for children in December 2009. The nursery is open Monday to Friday from 8.15am to 5.30pm for 49 weeks a year. The provision is registered on the Early Years Register. It caters for children from three months to under three years. A maximum of nine children may attend the nursery at any one time. There are currently two children on roll. The setting is currently staffed by the owner/manager and one member of staff. The owner/manager has a level three qualification.

The nursery is situated in the rural area of Kent Street in Sedlescombe, close to both Battle and Hastings on a working mixed farm. The premises are a converted section of a farm house, with its own secure outside play space and separate entrance. The premises are situated within the ground of the owner's 33 acre farm which includes areas of woodland. Children have regular supervised access to the farm and animals. The provision is accessible with ample parking.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have their welfare needs met adequately in most areas and they are appropriately supported to make progress in all six areas of learning. Most of the required record keeping is in place. The systems for record keeping, organising children's routines and staffing arrangements are in their infancy. The owner/manager has extensive long term plans that focus on developing and enhancing what is offered. However, self-evaluation is not yet rigorous enough to securely identify all strengths and areas for improvement in the provision.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Promoting good health) 31/03/2010
- update arrangements for retaining the required documentation, such as records of risk assessments, evidence of CRB checks and records of attendance (Documentation). 21/03/2010

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

- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, ensuring that the initial focus of improvements is on meeting all legal requirements before enhancing other areas of the provision.

## **The effectiveness of leadership and management of the early years provision**

There are several breaches of requirements in relation to the keeping of required paperwork and documentation; however, the practical arrangements in place have minimised the impact this has on the childcare. Positive arrangements such as ensuring that all staff undergo criminal record checks are in place and any unvetted persons are closely supervised if in contact with children. Such arrangements ensure that unsuitable people are not able to access the children. However, the requirement that these records be available for inspection is not met for all staff due to poor organisation of some staff files. Training has been arranged and booked to ensure that at least one member of staff on duty holds an up to date first aid qualification although the date of the next course leaves several weeks where the member of staff's qualification has expired.

The self-evaluation of the setting is emerging, with staff reflecting on and reviewing what they do. There is some evidence of small changes to enhance the service offered having occurred in the weeks since the setting opened. A thorough risk assessment has been carried out, and a range of appropriate safety precautions are in place. Advice has been sought from experts such as the fire safety officer and environmental health officer and via membership of specialist farming-linked associations such as the National Farms Attraction Network. However, a record of the risk assessment is not in place. The owner concedes that she needs to monitor and review the basic record keeping of the setting more thoroughly to ensure complete compliance with documentary requirements, as this is the area she is weakest in, in relation to her self-assessment.

The setting is aware of the requirements in relation to forming working partnerships with other Early Years Foundation Stage providers if a child is cared for jointly, although to date this has not occurred. The setting provide an inclusive environment, where each child's individual needs are supported and met. This includes systems and plans to support children with special educational needs and/or disabilities and those who speak English as an additional language, if and when they attend. Partnerships with parents are given good priority. Parents are very happy with the care provided. Clear information is provided in relation to the aims and practices of the setting and detailed information is written and shared daily with parents. A parent praised the commitment of the setting in keeping parents informed, updated and reassured, commenting that the setting continually goes over and above what is expected in order to support the children and families who use the nursery.

The deployment of resources adequately supports children's welfare and educational needs. The setting is stocked with a good range of materials,

equipment and toys to keep children well occupied in purposeful play, including resources which reflect diversity. The setting is currently staffed by the owner and her daughter, who live on the premises. The farm is an integral part of the learning opportunities for the children who attend. Currently children accompany the two staff if a farming task necessitates that one of them leave the nursery. However, the owner is clear that these are usually carried out either side of nursery hours and others working solely on the farm can be used to attend to these tasks if needed. Children very much enjoy these visits, which are a feature of why parents choose the setting. They will continue as the setting expands and remain a positive learning experience for the children.

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

Children are looked after in a warm and caring atmosphere. Staff demonstrate attentive and nurturing attitudes towards the children. Cuddles and exchanges of affection are frequent, helping children to feel valued, settled and secure. Staff record detailed information when children start, both in relation to their care needs and developmental progress. This helps them to plan for children's specific needs immediately. These records are currently in the form of tick charts, and have not been extended to reflect the six areas of learning. Information gathered to date shows no benchmarking to reflect if children are progressing above, below or in line with the Early Years Foundation Stage guidance, although staff confirm that they do this informally. The practical arrangements in place do support the planning arrangements for each child but because they are not written, they are less useful when the setting needs to share records.

Staff help children develop an understanding of how to keep themselves safe. Babies demonstrate that they are secure, through their body language, smiles, interaction with visitors and readiness to move away from their key person to explore equipment and toys. Standing and placing weight on her legs, a child is confident to bounce up and down, holding onto a finger of the member of staff supporting her. She laughs as her legs give way and the staff member securely holds her to prevent her from toppling back. She repeats this process several times, developing not only her leg strength but her confidence. Positive relationships are formed. Children's self-esteem is supported by the claps, smiles and celebrations of success that are repeatedly expressed by staff. Children enjoy and achieve, with babies beginning to make choices and investigating toys where pulling, pushing and pressing buttons results in a particular action. Babies learn that their actions have an impact on things around them. A young child watches a member of staff as she removes a brick from the tower. She clearly concentrates, hesitating before touching the tower, which falls. After several failed attempts she moves her hand very carefully before successfully removing the top one. She is delighted and grins in response to the cheers of the adult supporting her.

Children are developing an understanding about healthy lifestyles through the routines of the setting. Hands are always washed after touching or feeding the animals and the setting has a hygiene policy which protects children from contact with contagious illnesses. Children sleep in cots with bedding which is specific to

them and not shared with others. Staff monitor food choices to ensure that they meet special dietary, religious and health needs. They keep parents up to date about their children's achievements, advising that one child wiped her face with a muslin cloth for the first time at lunch the previous day.

Babies are supported well to develop their communication skills. Staff respond to children's facial expressions, noises and gestures. Staff and children show enjoyment of 'talking', taking it in turn with the baby chanting 'dadadada' alternated by the staff's 'mumumumum'. Babbling is consistently responded to with staff lowering themselves to have eye contact with the child and repeating the noises made. The environment is rich in colour, shapes, numbers, letters and written labels. Staff begin to count and verbally label objects, which children show interest in from the earliest age. This supports their inquisitive nature and encourages them to become active learners.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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