

Little Freddies Nursery School

Inspection report for early years provision

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18/06/2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Freddies Nursery School Ltd registered in 2006 and operates from a renovated building in Penistone, near Barnsley. The nursery operates from a number of rooms and an after school care room. All children share access to a secure enclosed outdoor play area.

The nursery may care for 69 children at any one time and there are 100 children in the early years age range currently attending. The nursery is open each weekday from 7.30am to 6pm, throughout the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both parts of the Childcare Register.

There are 18 members of staff working with children, of whom all hold relevant childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children develop a high degree of self-confidence and access an exceptional range of activities which ensures every child is a competent learner who is confident, feels included, safe and valued.

The provider effectively uses a self-evaluation process to monitor the service and they successfully engage with staff and parents regularly, involving them in the process. The extensive range of learning opportunities helps children make very rapid progress and their individual needs are met extremely well through personalised planning and rigorous assessments. Children's sense of belonging is expertly fostered as the setting is inviting and organised exceedingly well, presenting an appealing environment where children independently choose resources and access all areas as robust risk assessments are completed to ensure their safety is maintained. The provider takes time to develop a very clear understanding of children's individual needs to promote inclusive practice, successfully encouraging children to enjoy experiencing their local area and the world around them.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- considering further ways to involve parents in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected as the provider and staff have an excellent awareness of their role and responsibilities with regards to safeguarding children. Staff are very familiar with the well established processes in place to follow should there be any concerns. Comprehensive risk assessments are completed and areas requiring attention are acted on immediately to ensure that children are kept safe, both within the nursery and on outings. Children are actively introduced to safety and how to keep themselves safe. Staff plan activities around road safety and invite the local Police traffic officer and crossing patrol officer to visit the nursery. Children are involved in regular fire drills and they are encouraged to think about road safety during their regular visits within the locality.

There is an extensive selection of policies and procedures, which effectively contribute to the operation of the service and ensure the welfare of the children. These are reviewed regularly and all updates are shared with parents. All required records and documentation is in place and stored securely. There is a robust vetting process ensuring all adults in contact with children are suitable to do so. The provider has a very good, clear understanding of the Early Years Foundation Stage framework. Comprehensive observations and assessments of children's achievements are completed and the next steps in their learning and development are identified. This information is used to plan activities to meet individual children's development needs. There are well established links with local schools through regular visits. There is a positive relationship between staff, children and their parents. Staff share home to nursery diaries with parents to ensure they receive information about their child's activities, although this does not consistently extend to involvement in their children's learning. Parents also receive daily report sheets for all children especially for very young children clearly outlining the babies daily routine and record of development. Monthly newsletters inform parents of topics and nursery activities. As part of the nursery's monitoring system, questionnaires are routinely sent out to parents each term. These are evaluated and any suggestions are acted upon. Parents receive report sheets twice a year and are invited to parents' evening to discuss their children's progress. The nursery is actively involved in community activities and recently participated in village events such as the mayor's parade. Staff have also introduced fund raising events involving parents such as the Friday feast and they are planning a summer fete to celebrate the anniversary of their opening.

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

Children's welfare, learning, and development are promoted extremely well by the organised and flexible approach of the staff. Staff know their key children particularly well and using the information from the children's observations, staff plan activities and experiences in order to meet each child's individual development needs. As a result children are progressing at a rapid rate.

Children fully and eagerly participate in the well planned range of activities, their behaviour is very good and they have an impressive understanding of boundaries, limits and why rules exist as they participate in creating the golden rules and readily remind each other of what the rules are, for example, about sharing and being kind. Older children are also involved in developing there agreements, which they all consent to follow. They are also involved in identifying evacuation routes to ensure they are familiar with the process when practising the evacuation drill.

First class daily opportunities are provided for babies and young children to access a rich, vibrant and innovative range of activities, which promote their all round development. Babies are positively encouraged to explore their immediate environment and they receive beneficial support from the staff. Very young children are extremely confident as they explore the movement. Babies respond to music played in the background shaking musical bells and swaying their bodies to and fro. Gross motor skills are expertly encouraged as babies have a superb range of toys to pull, suck and squeeze. To encourage mark making skills the staff innovatively uses water, sand and play dough to encourage children who are not yet interested or able to hold pens to make marks and to manipulate an inspiring variety of media. They also access a wide range of natural resources. They seek out staff for comfort and reassurance as she sensitively introduces new people, such as the inspector into the group. Children feel valued and receive lots of praise and encouragement. They smile and giggle with pleasure as the staff praises them. For example, children are encouraged to play together harmoniously, playing games that require them to take turns and to help develop their self-help skills as they select paint and carefully pour the desired amount into the paint pots. Children are confident in their play and have developed a very strong relationship with the staff.

Children are encouraged to be active and clearly understand the benefits of physical activity. They confidently access the outdoor play areas freely moving from inside and outside. Children successfully negotiate the various toys and equipment around the play area. Children eagerly make their way to join the regular yoga session and carefully concentrate as they follow staff's lead in completing the different positions. Children's future economic well-being is fostered through a positive relationship with staff. Children use programmable toys with ease as they select music to sing along to and are competent when playing different matching games on the computer.

Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through good examples and are beginning to appreciate multi-cultural society. Children celebrate the different festivals from other cultures for example photographs show children decorating Chinese dragons and tasting some Chinese delicacies when celebrating Chinese New Year. Throughout the nursery, a wide variety of children's work on canvas, paper and photographs are attractively displayed in prominent positions such as in the entrance and hallways. Children proudly point out their own work and that of their friends.

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

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| 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

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|--|---|
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

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| 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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