

Little Learners Nursery Centre Ltd.

Inspection report for early years provision

Unique reference number 400087
Inspection date 12/05/2010
Inspector Elaine Marie McDonnell

Setting address Stags Way, Scorton, Richmond, North Yorkshire, DL10 6HB

Telephone number 01748 812559
Email enquiries@littlelearnersnursery.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 Learners Nursery Centre is privately owned and has been registered since June 1998. It is located in purpose-built premises in the village of Scorton, between Richmond and Northallerton, in North Yorkshire. The nursery is close to local amenities and is also easily accessible from the A1 motorway.

Children are cared for in five separate rooms, one of which is on the first floor of the building and accommodates older, school-age children. There is also a soft play area on the first floor plus the office and staff facilities. Children have access to three separate, enclosed outdoor play areas.

The nursery serves both the local and wider community and as well as being on the early years register is also included on the voluntary and compulsory parts of the Childcare Register. Up to 82 children aged under eight years may be cared for at any one time. There are currently 91 children on roll, attending for a variety of sessions. Care is also provided for children aged over eight years, outside of school hours.

The nursery is in receipt of funding to provide early education to three and four-year-olds. There is currently a small number of children with special educational needs attending the setting. The nursery operates each weekday, for 51 weeks of the year, between the hours of 7.30am and 6.00pm.

There are 23 members of staff employed, of these, most have appropriate early years qualifications between levels two and degree level. Qualified teacher support, advice and training are given by the North Yorkshire Early Years Partnership and the nursery is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A warm, welcoming and inclusive environment is provided for children and their individual needs are effectively met. Children have access to a varied range of learning experiences in most areas of learning and in most rooms. The provider and staff are committed to promoting the continuous improvement of the provision and a comprehensive evaluation system is in place to support improvements. Children's welfare is well safeguarded; although staff do not fully understand the notification requirements. Partnership with parents is a particular strength of the setting.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the

02/06/2010

requirements to inform Ofsted of allegations of serious harm or abuse (Safeguarding and promoting children's welfare).

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

- make effective use of information gained from assessment of children to plan a more varied range of educational programmes to cover all areas of learning
- develop resources and activities to help raise children's awareness of the cultures and beliefs of others.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded within the nursery. Most staff members have had good access to ongoing training and are aware of how to put procedures into practice. However, the legal requirement to inform Ofsted of any safeguarding issues is not fully understood by staff. Good recruitment, vetting and induction procedures are in place to ensure that staff having access to children are suitable to do so. Comprehensive risk assessments and daily health and safety checks are undertaken to ensure a safe and secure environment for children.

Resources are well deployed; children have easy access to a varied range of play materials, furniture and equipment in each room. However, there are limited resources available throughout the nursery that positively reflect images of wider society. Staff have a positive attitude towards equality and diversity and ensure that all children attending are fully included and involved. Staff are also well deployed and adult to child ratios are effectively maintained throughout the day.

Staff have a positive attitude towards personal development and have attended lots of different training courses since the previous inspection, such as paediatric first aid, National Vocational Qualifications at levels two and three, health and safety, child development, leadership, the Early Years Foundations Stage and working with parents. As a result, children are cared for by well-trained and committed staff. The provider and staff also have a very positive attitude towards driving improvement. A comprehensive self-evaluation system is implemented and areas for continuous improvement are clearly identified and prioritised, these include the development of the outdoor play areas and meeting staff training needs. The provider has made good progress since the previous inspection and has ensured that recommendations raised have been fully addressed. This has resulted in improved partnership working with parents and more accessible and attractive reading and mark-making areas for children.

The nursery works very well in partnership with parents and carers. Parents are kept well informed of their child's development and progress through regular discussions with staff and they also have easy access to their child's development files. Parents are also encouraged to be involved in their child's learning, for example, their views and ideas are sought regarding the development of the

outdoor play areas. The setting also works well in with other providers delivering the Early Years Foundation Stage, such as some local primary schools and this results in promoting consistent learning for children and supportive transition procedures.

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

Children are making good progress in most areas of learning. Staff regularly observe and record children's progress towards the early learning goals, however, information gained is not effectively used in all rooms to inform future activity planning and learning.

Children have a very positive attitude to learning, they are keen to participate and enjoy their time at nursery. Children confidently make choices, such as whether they want to play inside or outside, and free-flow play between indoors and outdoors is well managed within the nursery. Adults support children's learning well in most rooms; however, leadership in one of the five rooms is not as strong as in the others. Management are aware of this and procedures are in place to provide additional support to staff where needed.

Children learn about safety through appropriate discussions and activities. For example, when playing with cars and bikes outside they role play avoiding collisions with each other. They also discuss road safety and 'stranger danger' when on walks in the local area. Good procedures are in place to ensure that children are kept safe on outings and when being collected from other schools.

Children are encouraged to adopt a healthy lifestyle. They receive healthy and nutritious meals and snacks that are freshly prepared by a cook on a daily basis. Children's individual dietary needs and preferences are well-known to staff and are adhered to at all times. Children know what foods are good for them and how different food and drink affects their bodies. They also have opportunities for planting vegetables, which they look forward to eating. Children have regular opportunities for large physical play both indoors and outdoors and they are beginning to understand the effects of exercise on their bodies, through discussions and activities.

The spread of infection is well managed within the nursery. Resources are clean and hygienic and good hygiene procedures are practised by staff and children, such as regular hand-washing, which the children know, 'gets rid of germs'. Children are well behaved and staff demonstrate a good knowledge and understanding of how to manage behaviour effectively and promote positive behaviour. As a result, a relaxed and friendly environment is promoted and children form good relationships with staff and with peers.

Babies show an interest in activities and listen and respond to adults and to each other through gestures, such as smiles and cuddles. Older children talk activities through, explaining what they are doing, for example, when playing a 'fishing' game outdoors they discuss which sea-creatures they intend to catch in their net,

and also talk about which ones are bigger and smaller. Older children display high levels of involvement in self-chosen activities, such as when dressing up as 'vets' in the role play area. Children in all rooms show an interest in books and can easily access these.

Children participate in number nursery rhymes and activities and some can count beyond ten, recognise numbers and understand simple addition and subtraction rules. They also participate in various problem-solving activities, such as shape sorting, jigsaw puzzles and construction play. However, this area of learning is not as well planned for the younger children. There are limited planned opportunities and resources to help children gain an awareness of the cultures and beliefs of others. Older children use computer equipment well and different learning programmes are readily available 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
--	---

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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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