

# Little Darlings Day Nursery LTD.

Inspection report for early years provision

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<b>Inspection date</b>	08/02/2010
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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**

Little Darlings Day Nursery LTD has been registered to provide care at their new premises since 2009. Children are cared for in three ground floor rooms and one first floor room of a fully renovated two-storey building in the Offerton area of Stockport. Children share access to the enclosed outdoor play area whilst the very youngest babies have their own secure area. The nursery operates each weekday from 7.30am to 6pm, with the exception of Christmas week and statutory holidays.

The nursery is registered on the Early Years Register. A maximum of 72 children may attend the nursery at any one time, of whom, no more than 27 may be under two years. There are currently 56 children on roll from six months to four years. The setting provides funded early education for children and supports children with disabilities.

There are 16 members of staff, of whom, 12 work directly with the children and more than half of these hold appropriate early years qualifications to level 3. The setting enjoys the support of the local authority consultants and development workers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in the bright and generally stimulating environment. They develop initiative and independence and make good progress in their learning and development. Effective policies and procedures ensure their welfare and well-being is well promoted. The children flourish in the nurturing, welcoming and inclusive atmosphere that respects and values them as unique individuals. Children enjoy consistency of care and appropriate levels of support. A common sense of purpose is shared by the well established staff team, parents and other professionals. The collaborative approach to reflection and evaluation is effective and provides a secure basis to build on what has already been achieved.

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

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

- extend the planning for outdoor play to offer children opportunities for doing things in different ways and on different scales than when indoors
- review the displays throughout the nursery to better reflect children's independent ideas and creativity and further enhance their sense of worth and belonging.

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

The providers and their staff form an enthusiastic and committed team who effectively ensure children's safety, welfare and well-being. A strong emphasis is placed on safeguarding children with robust policies and procedures in place. These are understood by staff who recognise their responsibilities under the Children Act to safeguard children's welfare. Rigorous recruitment and vetting procedures maintain the suitability of staff and promote children's welfare. Comprehensive risk assessments, which are frequently reviewed, are effectively implemented to manage and eliminate identified risks within the setting and on outings.

The providers have a clear sense of vision about what they wish to achieve. They employ a well established, close and cohesive team who share their aims and enthusiasm. Regular team meetings, support sessions and appraisal systems effectively review practice and motivate staff. The setting is child-centred and well organised with an abundance of quality resources. Staff deploy themselves effectively to support children in their play, yet give them space and time to explore and discover for themselves. This promotes children's initiative and independence. Effective partnerships with inter-agency teams ensure every child is offered the appropriate and additional support they need to promote their achievements and well-being. Effective information sharing with all persons involved with the individual child enables staff to have a clear understanding of children's backgrounds and needs.

Staff recognise and value the importance of working with parents. Parents are provided with lots of information through a variety of sources. For example, in the foyer effective displays widen parents knowledge and understanding of safeguarding issues, the areas of learning and the policies of the setting via policy of the month information. Parent evenings, daily diaries and children's development journals keep parents up to date with how their children spend their time, their progress and their achievements. Parents are encouraged to be active in their children's learning through activities, such as recycling and 'Bubbles the bear'. Parents' suggestions and views are actively sought and respected. This collaborative approach informs the self-evaluation system which realistically identifies and builds upon strengths and highlights areas of development which will benefit all users of the provision.

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

Children are enthusiastic active learners. The enabling environment is organised into areas of learning allowing children of all ages the freedom to move around and make choices about their play. The staff group have a secure understanding of the Early Years Foundation Stage and how children learn. The individual support they give results in children who are confident and eager to learn. The children are stimulated, motivated and constantly engaged in their play, spending time playing

on their own, with peers and with staff. An effective balance of adult-led activities and child-initiated play allows children to follow their interests and ideas within the setting. Detailed observations are regularly completed on children. These form their individual learning journals, clearly identify future learning needs and are used to inform the indoor planning and learning intentions. Staff plan for outdoor physical play, however, they are not yet using the outdoor areas to promote children's learning fully.

Children of all ages are becoming confident communicators. They talk to each other and adults using signs, simple words or well constructed sentences and sing rhymes with assurance, joining in the actions enthusiastically. All children take pleasure in stories and books and babies turn pages and babble with delight at the pictures and textures they discover. Older children's play reflects their communication skills well. For example, in their role play area they are looking up numbers in the telephone directory and jotting down appointments to get their hair done. Toddlers use brushes and their fingers to make bold painted strokes as they express their ideas at the easels. However, this type of independent creativity is not displayed around the setting to further enhance children's confidence, self-esteem and sense of belonging. Children are encouraged to learn about the world around them. They have made dragons and lanterns to celebrate the forthcoming Chinese New Year and the older children are preparing for a visit to Chinatown in Manchester. They plant and nurture seeds in the vegetable patch and recycle items, such as plastic bottles.

Children work co-operatively together as they build sandcastles, make dough or act out simple domestic scenes in the role play areas. They get excited by their discoveries, such as 'the reel floats but the car doesn't' and work out for themselves how they can make the sand hold the shape of the moulds by adding water. They are developing a sense of responsibility. They undertake simple tasks, such as setting tables for dinner and helping to tidy up. Children show a willingness to try new things, such as a complex puzzle, with help from a staff member. They can follow simple instructions, such as going to get a packet of tissues from across the room. Children are beginning to develop skills for the future.

Babies explore their environment with pleasure and determination. They enjoy games of peek-a-boo and giggle and babble as they explore the reflections in the mirrors. They stack bricks and rings, post shapes, explore musical instruments and rattles, and handle a variety of textures in the treasure baskets. They are settled and secure in their environment. They enjoy cuddles from the staff when they are tired and are easily reassured when they are distressed.

Good emphasis is given to promoting children's health and safety. Effective hygiene measures are implemented. Children are developing an awareness of the importance of washing their hands and catching the germs from their sneezes in a tissue. Fresh air and exercise play a large part in the children's nursery day and menus reflect a good balance of healthy meals, including fruit and vegetables. Visits from community workers, such as the crossing patrol, the fire service and the police, are raising children's awareness of their own safety.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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