

Littleworld Day Nursery

Inspection report for early years provision

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Inspector Melissa Cox

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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

Littleworld Day Nursery is a privately run nursery which opened in 1991. It operates from modular buildings close to the town centre of Andover, Hampshire. There are two enclosed outside areas available for children's play. The nursery opens weekdays from 8am until 6pm, all year round, with the exception of the Christmas period and a week in August.

The nursery is registered to care for up to 65 children under the age of five. There are currently 121 children on roll. Children attend on a full time basis or for a variety of sessions during the week. The nursery has systems in place to support children with special educational needs or disabilities and who speak English as an additional language. The nursery is registered on the Early Years Register.

The nursery employs 29 members of staff including two qualified teachers and 21 staff members with National Vocational Qualifications (NVQ) at level 3 or above and two with level 2 qualifications. The nursery works closely with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery meets each child's needs very well through effective information sharing systems and well developed partnerships with other agencies. Staff successfully promote children's good health and welfare and children make good progress in their learning and development. The management team implements effective strategies and systems to ensure all staff engage in reflective practice and continuous professional development. This effectively drives and secures improvement, raising the overall quality of the provision and positively impacting on the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems to observe and assess children's achievements, to identify the next steps in their learning and use this information to inform daily planning.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are robust, regularly reviewed, carefully managed, and understood by those who work with the children. Designated staff fully understand their responsibilities to safeguard children's welfare, working effectively with relevant agencies to protect children. Effective recruitment and

induction procedures ensure staff are suitable to work with children. Clear operational policies and procedures successfully guide the staff's practice in maintaining the children's well-being and thorough, daily risk assessments minimise the risk of any potential accidents. Established partnerships with other providers and external agencies effectively promote continuity of care and progression through good transitional arrangements.

The management team has high aspirations for the nursery. The whole staff team demonstrates a very positive attitude to continuous improvement in order to achieve the best outcomes for all children. All staff participate in the self-evaluation systems and training, effectively identifying key strengths and areas for development in order to secure further improvement. They seek the views of parents, children and other professionals and act on their suggestions, for example, providing children with organic milk as a daily drink.

Children benefit from an individual key person and this creates a sense of belonging, especially for the younger children and their families. Effective and efficient deployment of resources and staff promotes children's well-being, learning and development. Staff make time to chat to parents on a daily basis, keeping them informed about their child's day, their general welfare and learning. Comprehensive written information is also provided for parents in the form of daily diaries, newsletters and information boards in the nursery, which detail information such as the UV rating for the day or the topic children are working on, keeping families fully informed.

Parents and carers have further opportunities to become more involved in supporting their children's learning through transitions meetings and information events. The manager and staff demonstrate a commitment to sustainability through growing plants and vegetables in the garden area with the children and encouraging recycling to benefit a local charity. The setting actively promotes equality of opportunity. All children and families are valued and staff ensure all groups of children have the opportunity to achieve as well as they can.

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

All staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. They work closely together as a team under the direction of a qualified teacher, to meet each child's individual needs and the next stages in their development. However, there are some inconsistencies in practice and as a result children's achievements and next steps are not always used to inform daily planning in all rooms. Planning does, however, take into account each child's interests and, as a result, children are very happy and settled within the nursery and are making consistently good progress in all areas of their learning. Staff work hard to encourage each child's learning and children respond well to them. For example, older children discuss the projects that they have been working on such as weaving and maps of the area and recount their recent trip to a country park.

Children are involved in making their own play choices from the broad range of resources available. A rich and varied environment supports the children's care, learning and developmental needs as staff create a harmonious, warm and caring setting for every child. All children have opportunities for outdoor play as the nursery has ensured that the garden areas are accessible throughout the sessions and in inclement weather. The outdoor area is particularly well resourced and creatively laid out to encourage children's imaginative play. Younger children play at being builders and attempt a range of DIY tasks while others enthusiastically dig in the large sand pit or throw balls into the hoop during a game of basketball. Younger children enjoy the water play and staff play alongside children, skilfully supporting and extending children's learning through effective questioning and interaction.

Children are forming friendships with their peers and are successfully learning to share and resolve situations by themselves. Staff build on this by giving them the emotional support they need to feel secure and happy, as well as building positive relationships by listening to children and respecting what they have to say. Behaviour is exemplary and as a result children are motivated and engaged in their learning.

Children are developing a good understanding of keeping themselves safe. Older children mop the floor around the water play to prevent others from slipping and take responsibility for caring for their environment and each other. Children adopt good hygiene practices to prevent the spread of infection and staff support children's independence in their personal care skills, such as using the toilet. Staff ensure the nursery is kept clean throughout the day, to reduce risks of cross infection; they keep parents informed of any illnesses going around through notices displayed on the door. Children learn about the benefits of healthy food and meal times are social occasions during which children sit in small groups, taking time to enjoy their meal and each other's company. The meals children receive are of very good quality and are freshly prepared on the premises, using organic and locally sourced food. Children have worthwhile opportunities to learn skills for the future by using everyday technology.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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	2

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