

Little Ones at Bovey Tracey

Inspection report for early years provision

Unique reference number

EY403902

Inspection date

14/06/2010

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*.

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Description of the setting

Little Ones at Bovey Tracey was registered in 2009 and is part of a small privately owned chain of nurseries providing full day care for children within the early years age range. The nursery occupies single storey premises with parking spaces situated in the centre of the town of Bovey Tracey, Devon.

The nursery is registered on the Early Years Register to care for up to 44 children in the early years age range; of whom 12 may be under the age of two-years-old. There are currently 59 children on the register; all of whom are in the early years age range. Care is offered from 08.00 am to 6.00 pm Monday to Friday for 51 weeks of the year, closed on Bank Holidays and a week at Christmas and New Year. Overnight care is not offered. The nursery supports children with learning difficulties and or disabilities and children with English as an additional language.

The nursery employs 10 staff in total. The manager has a level three childcare qualification and all other staff are qualified to level two or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and make satisfactory progress in their learning and development. Children play safely and are familiar with the nursery routines although some policies and procedures are not yet fully implemented by staff. There are sound partnerships with parents and other agencies to make sure children's individual needs are met, including any additional support needs. The owner of the nursery, who bought it six months ago, has clearly identified plans for change. Some changes have been implemented and some, such as improvements to the building and the introduction of a new assessment system, are ongoing. This demonstrates a sound capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment system to clearly show identified next steps for children's progress, which can then be matched against their achievements
- develop the outdoor areas to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of their learning
- ensure that planned activities are flexible to adapt to children's individual learning needs

The effectiveness of leadership and management of the early years provision

The owner of the nursery, along with her management team, is implementing significant changes to the nursery which they bought six months ago. Unfortunately, progress has been hampered by unavoidable setbacks, such as a serious flood to the building over the Christmas period. As a result, proposed changes to the physical layout of the building have been delayed. However, the management team are committed to making changes that will benefit and improve children's care and learning. They successfully run five other nurseries and are slowly introducing new systems to this setting. New assessment and planning procedures have very recently been put into place but these are yet to become fully effective, meaning that not all children have clearly identified routes for progression. Staff are proactive in seeking support for children with additional needs and there are strong links with professionals and parents of these children to ensure that they are set realistic and achievable targets.

There have also been changes to the staffing team, some unplanned for, which has hindered progress. However, the management have been proactive in dealing with these issues by using the skills of other staff that work for the company in other settings to support this nursery. Regular meetings are held with the staff to support them. Staff are very keen to work with the new systems and are embracing the changes but not all policies and procedures are yet fully effective. There are robust systems in place for ensuring that staff working with children are suitable to do so with rigorous checks being carried out. New staff also benefit from a thorough induction programme, which includes safeguarding training to ensure they have the skills and knowledge to protect children should this be necessary.

Parents have been very supportive of the nursery through the transition. They are kept informed about the day to day running of the nursery by regular newsletters and also have daily communication with staff about their individual children. Parent's evenings are regularly arranged to provide parents with the opportunity to meet with staff and management to discuss any issues.

Currently, children have access to one outdoor area as part of their daily routine, which they use for timed sessions in different age groups. There are plans to develop the two additional outdoor areas to provide children with greater access to outdoor play.

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

Children are warmly welcomed into the nursery and settle quickly. Staff are sensitive to the needs of children who are new to the setting and ensure that they are comforted until they are settled. Children behave well and are familiar with the nursery routines, for example, helping to tidy away the toys before they go outside. Meal and snack times provide opportunities for children to sit and socialise

with their peers. Staff use snack times as a learning opportunity, asking children to describe what they are eating, for example, whether the pear is juicy. Children benefit from the fact that meals are prepared for them on site using fresh ingredients that fully meet their individual dietary needs. Children can freely access drinking water and are helped and encouraged to do so.

Children enjoy playing with the resources available to them. The newly introduced 'vet's corner' was enthusiastically used by the children and they were quick to develop their imaginative skills as they sorted out their different roles. Staff were on hand to support the play encouraging children to think about what was wrong with their 'pets' and how they could be made better. Children also made very good use of the writing area and book corner and clearly enjoy being read to.

Younger children and babies have free access to a satisfactory range of toys and equipment that they can freely access. However, on occasions the pace and timing of the sessions meant that children were left waiting or that their play was interrupted. For example, children keenly watched as the outdoor area was being prepared for them, had to wait too long to access it, which they clearly found frustrating. At other times of the day children's play was interrupted as they were expected to tidy up to go outside. Once outside, children could develop their physical skills as they played with a range of equipment, such as balancing boards and ride-on toys.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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