

# Littlehampton Day Nursery C.I.C

Inspection report for early years provision

---

**Unique reference number**

EY346116

**Inspection date**

28/04/2010

**Inspector**

Kerry Iden

**Setting address**

Elm Grove Road, Littlehampton, West Sussex, BN17 6AH

**Telephone number**

01903 724162

**Email**

chother@wsgfl.org.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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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

Littlehampton Day Nursery C.I.C is a registered charity and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2007 and operates from the grounds of Littlehampton Academy, Littlehampton, West Sussex.

The nursery is open each weekday from 08:00 to 18:00 for 51 weeks a year. Babies and toddlers have dedicated space with separate sleep areas. Older children have access to the main room and two secure outdoor play areas. A maximum of 41 children may attend the nursery at any one time. There are currently 60 children in the early years age group on roll, 34 of whom receive funding for nursery education. There are 15 staff working directly with the children, 12 of whom hold qualifications at level 2 and above. Two staff are currently working towards a recognised early years qualification. The setting receives support from an early years advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are mostly met across the nursery as the staff work with parents and gain information about backgrounds through completed documentation and discussion. The staff in the nursery used their last inspection positively and set themselves actions to improve the setting. They also show an accurate understanding of the strengths and weaknesses within the nursery and are trying new ideas that need time to be tested and evaluated for their success. This shows the nursery as a whole has the capacity to make continuous improvements.

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

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

- develop the organisation of the free flow arrangements so children spend their time in purposeful play
- ensure children's first languages are valued
- ensure large group time is used purposefully for all children
- further develop resources to enable children to develop in their ICT skills
- monitor the new systems in place for observation, planning and completing children's development records to ensure these fully support the children enabling them to make progress in all areas of learning.
- develop children's awareness of how to keep themselves and others safe through routine activities and spontaneous play

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

Children play and learn in a setting that is secure. They are safeguarded from harm because staff understand the policies and procedures of the setting to keep children safe. They know their responsibilities towards child protection, and a designated person takes overall responsibility for this in conjunction with the providers. There are clear systems in place for the recruiting and vetting of new staff. All visitors are required to sign in and out of the setting, ensuring an accurate record of everyone coming into contact with the children. Staff have a good understanding of identifying risks themselves throughout the nursery, although do not use spontaneous opportunities to help children understand how to identify risks for themselves.

The nursery is motivated to seek further improvement within the setting. Self-evaluation and feedback from outside agencies are considered across the staff team. The nursery is currently in a transitional phase of working, following guidelines from advisors. They are reflecting on practice that is working and areas that are not working so well to make improvements within the nursery. Through appraisals and some one-to-one time with staff, individual training needs are being identified. All staff are encouraged to be involved in the evaluation of the setting. Parents can also give their thoughts and opinions and are asked more formally through an annual nursery questionnaire.

The deployment of resources within the setting is good. The nursery is made up of different areas for the children and labelled drawer units allow children additional resources. The free flow arrangement to the outside area gives children further choices. The equipment within the baby room is very good, staff use equipment such as mirrors and treasure baskets to encourage children's natural curiosity and position furniture to develop their large physical skills. Procedures in place within this area ensure children's health is considered as routine hygienic procedures are completed. Although some large group time is less well organised, the staff generally deploy themselves well throughout the session. Leaders monitor the number of children going outside and move staff accordingly.

Staff find out about family backgrounds through informal discussions with parents and completed registration documents. Children learn about the diversity of society through discussion and planned topics. Throughout the nursery there are good resources that promote equality and diversity in society. The setting promotes inclusion within the nursery and makes arrangements for small or individual group work for children. However, although levels of engagement in families where English is an additional language is adequate, more could be done to overcome barriers in children's involvement within the nursery.

The nursery has positive relationships with most groups of parents and carers and relationships are well established. Parents of the baby room are invited to share information with key workers about their child's established routines and preferred sleeping arrangements and these are respected by staff. Staff within the main room also work closely with parents and follow systems that are working well at

home for children, for example, using sticker charts for toilet training. Daily diary sheets inform all parents of details of their child's time in the setting along with verbal communication. The setting asks the parents for their views through questionnaires and staff make themselves approachable to parents. Through the interest and development diaries the parents are encouraged to be a part of their child's learning as key workers and parents share written information on children's progress under the different areas of learning. The nursery is aware to extend this partnership approach with outside agencies and other settings who deliver the Early Years Foundation Stage.

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

Children enter the setting confidently and all separate from their parents and carers with ease. They start the morning off choosing their activity from a large selection prepared for them by staff. However, due to the change to the organisation of the day staff in the main room are currently less confident about the routine. Consequently, part way through the morning, many children become less involved in purposeful play, which has an impact on the children's behaviour. Staff in the baby room spend their time at the children's level and involve themselves in their play. They offer children a good balance of exciting activities such as the shaving foam and table painting which encourages children's tactile experiences with quieter activities as they prepare for rests. All staff complete development records for their key children to monitor that whilst they are enjoying their time in the setting they are achieving and making progress towards the early learning goals. These, like the structure of the day, are currently in a transitional phase as the nursery tries out a new way of working. Staff are less confident in using these and leaders need to monitor the success of the new system to ensure children's progression is still accurately monitored.

Children show they feel safe through their high levels of confidence. In particular, the children in the main room who display a real ownership of the nursery. However, staff do not extend children's knowledge of how to keep themselves and others safe through spontaneous opportunities in children's play. The babies show their contentedness of their time in the setting with happy smiley faces. The staff understand the needs of the babies well and ensure any other staff coming in to the baby room also know this through the personality charts they write on the children, giving a description of each child's routine and preferences. All children are developing a good understanding of being healthy and becoming independent in their self care skills. Older children know to wash their hands at appropriate times and clean their teeth after meals. Most children in the main room are able to achieve these tasks independently with help on hand when needed. They make their own choices about their food and drink. They access their own water bottles throughout the day, choose when to visit the café for their snack and what snack they will have from a selection prepared by staff. The babies are also developing well in their independence as they enjoy sociable meal times where they are independent feeders. The nursery took advice from a nutritionist to extend the fresh fruit option at snack time. Lunch and tea time meals are supplied by an outside cater and offer children a varied, balanced diet. Children are involved in

meal times, some are chosen to set the table at lunchtime and all children in the main room select their own items for their tea. There are clear hygiene routines throughout the nursery which protect the children's health and well being. All babies and young children in the baby room have their own bedding bags with individual bedding. Toys and resources are rotated on a cleaning rota and daily tasks ensure a clean environment and reduce the risk of cross infection. Children are learning the benefits of fresh air and outside play and through the free flow parts of the day most children select the outdoor areas. Staff encourage the children to use the outdoor spaces in all weather conditions and provide children with appropriate clothing for this. Children are now becoming independent in applying their sun cream as they discuss the dangers of getting burnt by the sun.

The staff assess the nursery and the equipment well to ensure children can make their own selection in each of the areas of learning. Through their own assessment the staff have identified that children in the main room currently have less opportunities to develop in their skills of ICT. Creative development is fully encouraged in both areas of the nursery. Children are able to access a large selection of resources, just needing to add their imagination. For example, as a small group of children worked well with one staff member on a child-led activity, they transformed boxes and craft resources in to houses with opening windows and doors. Children have good opportunities to develop their understanding of print. Books and stories are used both inside and out, although the large group story time is not well organised to ensure it is of benefit to all children. Books shared outside sitting in the garden are on a smaller scale and through these occasions children are developing their awareness of the structure of a story. Labels on resource drawers, children's pegs and individual storage boxes help children understand the formation of letters, adding to their skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
------------------------------------------------------------------	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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](http://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
--------------------------------------------------------------------------------------------------	-----