

Little Legs Nursery

Inspection report for early years provision

Unique reference number EY262372
Inspection date 21/06/2010
Inspector Sharon Greener

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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*.

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.

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Description of the setting

Little Legs Nursery was registered in 2003 and is one of two provisions owned by Little Legs Day Nurseries Ltd. Both settings are situated in converted buildings amongst a parade of shops in a residential area in Redcar. The setting has four playrooms. The two ground floor playrooms are currently designated for use by children under two years, and the two first floor playrooms are used to accommodate the out of school hours provision for children aged over five years. The setting is open each weekday from 7.30am to 6pm, for 51 weeks of the year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 31 children aged under eight years may attend the setting at any one time; of these no more than 31 may be in the early years age group, including a maximum of 12 children aged under two years. At present children accessing day care at the setting are aged under two years, and children over two years of age are cared for at the other premises. There are currently 16 children aged from seven months to under two years on roll. The nursery employs 16 staff and 14 staff hold an appropriate early years qualification. The manager has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery warmly welcomes children and their families into an inclusive environment. Staff work effectively with parents and very well with others to meet children's individual needs. The service, care and education provided are evaluated very well. Areas for further development are identified, tasked effectively and supported by comprehensive action plans. All of the required documentation is in place and is very well organised. Overall, children have access to a good range of resources and activities, and they make good progress.

What steps need to be taken to improve provision further?

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

- provide children with increased access to resources that introduce disability and gender as aspects of diversity
- ensure that the dose of medication administered is included consistently in medication records.

The effectiveness of leadership and management of the early years provision

Staff's understanding of the safeguarding children procedure is good and all staff have completed relevant training. The recommended child-protection literature and contact details are in place for reference purposes. Risk assessment procedures

are good and details of appraisals completed are very well documented. Staff have very good knowledge of pertinent policies and procedures, such as, those relating to a lost or uncollected child. Their understanding of the action to be taken regarding the management and recording of a complaint is sound. A written complaints policy is in place and is readily accessible to parents. Strict procedures are in place regarding the collection of children. Security of the premises is very well maintained. Appropriate safety equipment is in place. Regular fire drills are carried out and recorded. All visitors are screened and supervised by staff. Children are very closely supervised. Recruitment and induction procedures are effective as are procedures to monitor the ongoing suitability of staff. For instance, staff benefit from a very supportive style of management, access to training, regular team meetings and bi-annual individual appraisal sessions. Staff are allocated regular periods of time away from the children, enabling them to complete administrative tasks in relation to reviewing and evaluating children's learning and planning processes.

The required documentation is in place and is very well organised. Systems of assessing the service, care and education provided are effective. All staff and parents have an input into the process. Matters raised in the previous inspection have been addressed. Space is used very well to provide children with easy access to a good selection of resources. This allows them to make choices and self-select resources according to their age and ability, and helps foster children's decision making and independence skills. Staff understand very well the importance of promoting equality and of eliminating discrimination, and have all completed recognised training to level 2. In general, children have access to a suitable selection of resources to help promote most aspects of diversity, though those promoting gender and disability are few. Staff show a good understanding of how to support children who speak English as an additional language, and have experience in this area. They describe very well how key words and phrases in a child's home language are obtained, and how visual prompts, gestures and facial expressions are used to aid communication. Arrangements to support children with special educational needs and/or disabilities are good. Staff are able to explain how they work closely with parents and liaise with other professionals and agencies, as necessary, to ensure children's needs are met accordingly. Staff understand the need to adapt the environment and activities provided to meet children's specific capabilities. They acknowledge that specialist resources and equipment may be required, so as to ensure inclusive practice.

Positive links are forged with others delivering the Early Years Foundation Stage to support children's continuity of learning. Very good relationships are made with parents. Efficient use is made of verbal feedback, displays of relevant information and a daily diary system, to ensure that parents are kept very well informed of their children's progress and day-to-day events. Parents have access to their children's records and are actively encouraged to contribute information. For instance, during regular review meetings to discuss their children's progress, parents' views and comments are recorded. Parents are very well informed of their children's current interests and preferred activities. This allows them to work in harmony with staff to support their children's learning at home by mirroring activities and resources offered at the setting. Verbal feedback from parents is very complimentary. For example, one parent said 'My daughter has come on so much

since attending and I am really happy with how she has settled'. Other statements written in the comments book include, 'Staff are fantastic and have brought my child on loads with his speech and his social skills', 'Wonderful, friendly staff', 'Staff are brilliant' and 'My child really enjoys coming to nursery'.

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

Staff demonstrate a good understanding of the Early Years Foundation Stage, and implement it with enthusiasm to promote and enhance children's learning and development very well. Children are provided with a good range of resources and learning experiences and are actively encouraged to explore their environment and the resources provided, so as to make their own discoveries. Children are able to learn at their own pace and level. A good variety of adult-led activities is incorporated into the daily programme to compliment the ample child-led play opportunities. Plans are flexible and are adapted in response to children's individual interests. For instance, one toddler arrived wearing an England football kit and showed a particular interest in kicking a small, soft ball; this was acknowledged by staff and the child was encouraged and praised when they kicked the ball and attempted to shout 'goal'. Effective procedures enable staff to establish a very sound understanding of the individual requirements and initial starting points of each child. Staff make very good use of information acquired through effective observation techniques. This enables them to assess each child's capabilities and identify the next step to support their progression effectively. Planning promotes individual children's learning and they make good progress.

Good use is made of discussion, questions and encouragement to enhance children's learning. For instance, a toddler using a laptop computer was encouraged to explore what happened when different buttons were pressed; the toddler enjoyed switching the monitor on and off, and said 'oh, oh' when the screen went blank and giggled with delight when the screen illuminated again. The efforts and achievements of children are acknowledged and praised readily by staff. For example, a baby's ability to use a musical shaker was praised and the baby repeated the action several times. This positive reinforcement helps promote children's confidence and self-esteem. Children's behaviour is managed very well. Staff use age-appropriate tactics in a calm and consistent manner. Children respond positively and their behaviour is good. Very close, warm relationships are evident between children and staff. Children communicate readily using facial expressions, gestures or verbal utterances. For instance, a toddler with jelly smeared hand was asked 'What have you been doing?' by a member of staff. The toddler promptly pointed to a large tray on the floor filled with jelly to indicate they had been play with it. The staff member acknowledged this and used the opportunity to talk to the child about the activity and to reinforce key words such as jelly, cold and sticky.

Staff are responsive to children's individual needs, as demonstrated when a toddler appeared sleepy; the child was asked if they were tired and responded by nodding and saying 'night-night', and was able to take a nap. Children interact age appropriately with peers, as shown in the way they take turns using outdoor play

equipment, such as slides. They begin to develop an awareness of safety as staff encourage them to help tidy away toys and use resources correctly, and give simple explanations as to why. Children take part in regular fire drills. Hygiene standards are good. Familiar routines help promote and reinforce children's understanding of good hygiene practices. For example, children are given warm wet face clothes and are helped by staff to clean their hands and face at appropriate times. Staff have a good understanding of procedures to be followed regarding the management of an accident, the care of a sick child and the administration of medication. However, the dose of medication administered is not consistently recorded on the medication record. Children play out doors each day and are able to participate in a wide range of physical activities. A good selection of resources is provided to promote children's physical development. Parents are closely consulted about children's medical or dietary needs. Healthy eating is very well promoted. A variety of nutritious meals and snacks are provided. Fresh drinking water and other suitable drinks are provided. Children are able to rest and sleep according to their own needs.

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

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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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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