

Little Laura's Nursery

Inspection report for early years provision

Unique reference number

EY403628

Inspection date

01/07/2010

Inspector

Kerry Iden

Setting address

West Lavington School, Church Road, West Lavington,
MIDHURST, West Sussex, GU29 0EH

Telephone number

01243788699

Email

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Little Laura's Nursery registered in 2010. It operates from within the old primary school, in the village of West Lavington, near Midhurst, West Sussex. Children have access to an enclosed area for outdoor play. There are suitable toilets and kitchen facilities available.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children, all of whom may be in the early years age group, may attend the setting at any one time. There are currently seven children on roll, two of whom are in receipt of educational funding. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The provision opens five days a week from 8am to 6pm and children may attend for a variety of sessions. The setting receives support from a mentor from the local authority and is developing close links with nearby schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider and staff are forming a strong team together as they establish the nursery. The nursery offers the children and their families a comforting, homely environment where children are happy, stimulated and challenged through play. Strong links with parents and carers ensure the individual needs of all children are fully met and they are making good, strong progress in their development, supported by staff who have a good understanding of how children learn. Through their own systems of evaluation and plans for future development, the nursery shows the capacity to make continuous improvements to the outcomes for the children they care for.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers all aspects of the environment and everything a child may come into contact with
- develop further the children's learning journals to monitor their progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures. The provider and staff have undertaken child protection training and a designated staff member takes overall responsibility in this area.

The provider has clear systems for the recruitment and vetting of new staff to ensure their suitability to work with children. Full written child protection policies are in place and are available to the parents to ensure they are fully aware of the setting's safeguarding responsibilities. Parents sign their children in and out of the nursery. Through clear documentation, staff are aware of those who will collect children to ensure their continued safety. Risk assessments and cleaning routines are in place to protect the children, although as yet these are not extended to include details of all activities through the week. Within the nursery children are able to play and learn in a safe and secure environment, however not all aspects of the garden are given sufficient emphasis on the risk assessment. Through routine activities and spontaneous play children are learning the skills they need to keep themselves and others safe.

The setting has been operational for a short time but the provider is working closely with all staff as they evaluate together what is working well and how things can be further improved. Through their own systems they are identifying areas for development and starting to address these. Through the systems in place for planning, the activities and experiences for children are evaluated and this ensures they have positive outcomes for children's development. Through these systems, the provider and staff show they have the ability to continually drive improvement within the setting.

Furniture, equipment and resources are of a high quality and suitable for the age group of the children in the nursery, supporting their learning and development. Different types of activities are organised in the different spaces, allowing children and staff to focus on their dedicated tasks. Although dedicated areas are in place throughout the nursery, there is an open plan arrangement to this. Additionally, spaces such as the book den allow children to relax in a quiet space, snuggle up and share their stories. Staff members position themselves well between the areas ensuring constant supervision, allowing children to make choices as they enjoy the free flow arrangements both inside and out. The provider is taking well considered steps to ensure resources and the environment are sustainable, for example, there are a lot of wooden and natural resources. Staff set out equipment with consideration, making sure it looks inviting and stimulating to the children while leaving spaces for them to select their own resources from those superbly presented and labelled. Some resources and ideas embrace aspects of Montessori teaching methods which are interwoven through the nursery.

The staff are working hard to establish good links with parents to enable them to gain an awareness of each child's background and individual needs. Children are encouraged to consider others and show respect to each other. For example, listening to each other at circle time and passing each other items at the table. Children's backgrounds are valued and promoted by the staff and used to develop children's awareness of differences. Through the sharing and promotion of different languages spoken by children and their extended families, the staff are ensuring all children feel included and valued.

The provider and staff are working hard on establishing relationships with parents and carers of the children ensuring each child's needs are met. The setting is keen to gain feedback from the parents and uses questionnaires and discussion to gain

this information. Ideas and suggestions made by parents are fully embraced within the nursery. Children too can add their contributions about the setting and are able to make choices about where they play and what they would like to do. Children's individual learning journals are made available to the parents at all times. Parents are encouraged to take these home and enjoy the written observations and photographs included within them. The provider is very keen to extend her partnership working with outside agencies. Through the weekly toddler group, parents with younger children are able to enjoy time with their own children as the provider extends her resources for those in the local community, enabling younger children to feel included and settled. With the introduction of Spanish and music teachers coming into the setting, children are benefiting from the skills and expertise of others to extend their learning. The provider is fully aware of the need to share non-confidential information with other providers also delivering the Early Years Foundation Stage. She does this through systems that are suitable for settings and parents on an individual basis.

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

Children enter into a setting that has been well prepared prior to their arrival ensuring it looks stimulating and exciting to them. Even though the setting has only been operational for a very short time the children show how comfortable and secure they feel. Some make comments such as 'This is Laura's house' and all children separate from their parents with ease. The interaction between the children is warm and caring. Friendships are starting to form within the group of children and a fondness is shown to the staff members. This demonstrates the children's comfort within the setting. The provider and staff have a very good understanding of the different areas of learning. Their quality of teaching encourages children to be inquisitive and curious learners as they try new things together. For example, from a child-led balloon game, staff and children discover the different properties of air and water. As staff help the children half fill their balloons with water, they compare how these cannot float like the other blown up balloons. Children enjoying chasing the half filled balloons rolling down the slope of the playground. They giggle as they watch the marks appear on the playground when balloons pop and compare the patterns made as they drop the balloons on the ground. Children's learning journals are in place and available for the parents whenever they want to see them. They are encouraged to take them home to look at them at their leisure. These are currently in their infancy, but staff are working hard on getting to know the children and recording their progress through the observations. However, as yet, there is not an evaluation system to ensure children are making progress in all aspects of each area of learning. Comprehensive systems are in place for planning activities for children and these generally stem from the observations made on children in their child-led play. This enables staff to have a regard to how they can develop children further from their own interests. Children are motivated and interested in a broad range of activities and they take responsibility for what they do. Staff join the children in their play; their style of questioning and the quality of interaction enhances children's learning as they enjoy their time in the setting.

Children are secure and are developing a sense of belonging within the setting, they are already familiar with the routine and where things belong. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example, through role play activities such as going for a ride on the bus, the children remind the staff member to put on seat belts to keep them safe. Children are able to use appropriate tools for the tasks in hand. With few reminders on safety, children correctly handle scissors in the creative area and through baking activities use resources such as cheese graters when making cheese straws. This is continued outside as staff and children discuss the dangers of the sun and how hats must be worn in the garden. Children's health and nutrition is actively promoted throughout the day. Children are reminded to access the water that is always available for them inside and out, as staff explain the need to stay hydrated on a hot day. Children make their choices from the fruit basket at snack time and help staff peel fruit and pour drinks. Meal times are sociable around the table and children play an active part in setting the table. All food is freshly prepared on site, dietary needs can be catered for and parents are given full details of the menu. Children clear their plates and place their dishes in the sink; they independently access wipes to use as they look at themselves in the mirror to check for clean faces. Children reap the benefits of fresh air and outdoor play, with free flow arrangements encouraging children to play and learn outside. The outdoor area is developing well to offer children an extension of the indoor learning environment. Children are able to play outside all year round with appropriate all-in-one weather suits to protect them from the elements.

Children take initiative in their play, working well independently as well as collaborating and cooperating with their peers. Their behaviour throughout the day is good because they are interested and motivated. Small reminders from staff, such as 'walking legs' and 'kind words' within the nursery promote a positive style of behaviour management. Children take responsibility through routine occasions such as clearing their plates after lunch and helping make their beds for rest time. Through routine and spontaneous visitors to the setting children are developing an awareness of their own community and have good regard to others. They particularly enjoyed the fire fighters coming to visit and recall the important messages they learnt from this. Children's progress in communication language and literacy is developing very well. The cosy book den offers children a space to relax and enjoy their stories. The use of this area is extended to parents as all children choose a book to take home and share with their parents on a weekly basis. Through routines and resources, such as letter formation cards in the small sand tray, children are developing well in their recognition of letters and their understanding that print has meaning. This has been extended with excellent labelling around the nursery in three different languages to value family backgrounds. Through displays and activities, the children are developing a good understanding of their natural environment. They have also been growing different fruits and vegetables within the garden and comment on how the strawberries and beans have grown quickly, but the carrots and beetroot are taking longer, demonstrating the children's sense of time. Through the variety of resources and the staff's skills in promoting all areas of learning, children are developing the skills they need in order to secure future learning.

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	1
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
--	---

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met