

Little Bundles of Murton

Inspection report for early years provision

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Inspector Deborah Wylie

Setting address The Ribbon, Murton Children's Centre, Barnes Road,
Murton, Seaham, County Durham, SR7 9QR

Telephone number 0191 5175 907
Email littlebundles@yahoo.co.uk
Type of setting Childcare on non-domestic premises

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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

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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 Bundles of Murton opened in 2007 and is operated by Little Bundles of Murton Limited, a private company. The setting operates from two playrooms, the nursery unit and associated facilities located within Murton Community Primary School and Children's Centre, known as The Ribbon. All children share access to an enclosed outdoor play area. The Ribbon is situated in a residential area of Murton, Seaham, County Durham.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 63 children may attend the setting at any one time. There are currently 113 children on roll, of whom 107 are under eight, and of whom 102 are in the early years age group. The setting delivers funded education.

The setting is open 51 weeks of the year, each weekday, from 7.30am until 6pm. There are 15 members of staff, of whom 12 hold a level 3 early years qualification and two hold level 2 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong and supportive leaders have developed good systems that ensure that children's individual needs are met very well in most rooms. Safeguarding is a priority and staff are suitably recruited, and well trained. Self-evaluation is strong and plans for the future are well targeted. There is good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop questioning strategies that will support deeper level thinking in the older children
- develop the key person role to ensure that all children feel confident and safe and bonding between adults and children is strong across all age groups.

The effectiveness of leadership and management of the early years provision

Leaders work very effectively together to improve the setting. They have robust systems in place for safeguarding, such as graded risk assessments, which are reviewed annually with support from the caretaker. Staff are well aware of what they need to do if they have any safeguarding concerns and are trained and show confidence to take appropriate action. Reflective evaluation is becoming embedded as managers are open about their strengths and their areas to develop. The

setting enjoys a very close relationship with the host school and significant input from the foundation stage leader has resulted in positive changes to planning and record keeping systems for the benefit of children. There is an effective two-way flow of information about all children's individual needs between the setting and the parents. A system of performance management exists to promote continuous professional development and the setting has established set training days when they can all come together to work on priorities for improvement.

The setting deploys its resources very well. Well organised interest areas are available, particularly to the older children, both indoors and outdoors in the shared nursery room. Equality and diversity is promoted very well and the setting also promote positive images, such as children with special educational needs and/or disabilities through resources, such as story books and puppets. Parents speak highly of the setting and some parents have contributed photographs to their children's files. Recent improvements have taken place to engage with parents so that now they meet regularly with the children's key workers, alongside an annual parent consultation. Parents regularly share verbal information with staff about their child's needs daily when dropping their child off.

Self-evaluation at the setting is very strong and managers have a clear vision to move the setting forward to the next stage. Inconsistent delivery of the key worker system shows that the role of the key worker has not yet become thoroughly embedded to ensure that emotional attachments of all children to their key workers are equally strong across all rooms.

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

Children are very well cared for by staff who support them with a wide range of opportunities to explore and investigate the world around them through water, sand, shredded paper, paint, shaving foam and play dough. Recent upgrades to the outdoor environment offer all age groups good opportunities to touch and feel a wide range of materials that stimulate children's interests. Children stamp their feet enthusiastically in water trays and grin with excitement when a stack of crates topples over. Younger babies receive sensitive adult support as adults make car sounds while playing with cars alongside them, developing children's mouth muscles as they replicate the sounds of the cars. The older children are offered a good balance of child-initiated and adult-led activities that ensure they can make good progress when they attend. The vibrant environment contributes strongly to this. However, adults from the setting working with the older children do not yet offer as many opportunities for children to develop deeper thinking skills through questioning strategies.

Healthy meals are organised so that even the younger children can develop their independence, as two-year-olds competently scoop up their beans with serving spoons and place them onto their plate held by their adult. They know to wash their hands and they are able to use the toilet independently from a young age. They know the signal for tidying up. Outdoors there is an abundance of opportunities for children to run and dodge one another during chasing games or

to climb and slide using the apparatus. Older children are comfortable and confidently ask about different adults or ask questions about the world around them. Behaviour is good throughout as there are strong systems and well established routines that children understand, such as washing their hands before snack time and singing a 'recall' song before recall times. Recent adjustments to the snack timetable mean that children drink well throughout the day as they are offered their milk twice per session.

Children's parents explain how the children love to come to the setting because the staff make it so interesting. Some parents say they love to hear what children have achieved during their day when staff give verbal and written feedback when children are collected.

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

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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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