



Little Lords & Ladies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY309012
Inspection date	15 November 2005
Inspector	Rebecca Hadley
Setting Address	Lower Lickhill Road, Stourport-on-Severn, Worcestershire, DY13 8RJ
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Registered person	Tiny Toez Ltd 4886516
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Little Lords and Ladies Day Nursery opened in 2005. It operates from 5 rooms in a converted house on the outskirts of Stourport-on-Severn. The nursery is open from 07.30 to 18.00 all year round. The children share access to a secure outdoor play area.

A maximum of 41 children from birth to 8 years may attend at any one time. There

are currently 72 children on roll. Of these 15 children receive funding for nursery education. Children attend from local and surrounding areas.

The nursery employs 13 staff, 10 of whom hold appropriate early years qualifications.

The nursery is supported by a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Younger children's understanding and awareness of good health and hygiene is adequately promoted because staff explain the importance of hand washing. Staff provide encouragement and support to younger children who use good quality hand washing facilities before meals, after playing outside and at frequent intervals during the day. However, older children do not understand the importance of self-care as staff do not explain or engage them in any discussions concerning these hygiene routines.

Children are comfortable in the clean and child friendly environment. Each child has their own bed and bedding which is kept clean and washed each week or more frequently if required.

There is an accessible, well maintained first aid box. Most staff have a valid first aid certificate and children receive appropriate care and attention if they have an accident. Children's welfare is also promoted because parental consent for seeking emergency medical advice and treatment and accurate medication records are kept. However, children's confidentiality is not always maintained as some records are openly displayed.

There are effective arrangements for babies and young children to rest, relax and sleep, although the supervision arrangements were found to be lacking on the day of inspection. In addition, all older children are routinely placed on mats to rest regardless of their individual needs.

Younger children's physical development is promoted because babies are encouraged to climb, crawl, stretch, stand and walk with the aid of resources. Older children's physical well-being is promoted through outdoor play which mainly consists of children using balls, ride-on toys or running around. However, their physical skills are not extended sufficiently as staff do not expand on activities or join in with children's games.

Healthy eating is encouraged because the cook has kept up to date with training, the healthy eating agenda and menus reflect this. Children's dietary requirements are shared with all relevant people on a need to know basis. The dietary needs of children with specific allergies are taken very seriously and ensure children are not placed at risk of having a severe allergic reaction. The baby weaning programme is sensitive to individual children's needs, is agreed with parents and ensures a

nutritious diet.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally safe as a result of staff awareness of health and safety and the wide range of supporting policies and procedures. Reasonable steps are taken to reduce the risk of accident or injury and attention is given to all aspects of safety inside and outside the setting. There are effective procedures for the safe arrival and collection of children. The children learn about safety within planned and unplanned play and learning activities. Children are generally well cared for and protected from injury because priority is given to the procedures for fire safety and the security of the premises.

Children are able to use resources and equipment that are appropriate for their age and staff ensure it is safety checked on a regular basis. Good organisation of space ensures that children are not placed at risk when playing on the floor.

Whilst the setting has a clear child protection policy, children may not be sufficiently well protected because staff understanding of this is weak. Most staff have not attended training on child protection and have a limited understanding of the indicators of abuse. For example, in discussion with staff they lack sufficient knowledge and understanding of this matter and the ability to recognise possible indicators of abuse and the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children under three years of age are making reasonable progress due to staff's adequate knowledge of child development. They have access to a variety of activities and opportunities to help them progress in all areas of development. Younger children's interest, and involvement is being promoted, although at times this is hindered as staff do not always consistently and positively interact with the children or implement the 'Birth to three matters' framework.

Settling in procedures are sensitive to individual children and help them as they move from home to a new setting. Younger children behave well in response to warm encouragement and praise.

Nursery Education

The quality of teaching and learning is inadequate. Children do not make sufficient progress towards the areas of learning within the Foundation Stage. Staff's knowledge and understanding of the early learning goals and the stepping stones is inadequate. They have not attended any training and teaching methods are ineffective. Children are not challenged as the main focus activity is very much adult-led and their instigated play is not channelled or extended. The activities are repetitive for some of the children who attend all day as the main focus activity is

repeated in the afternoon. At times, staff are pre-occupied with supervising one activity to the exclusion of others. There is an over-emphasis on supervising rather than teaching.

The effectiveness of planning for all children is inadequate, and does not clearly link to the six areas of learning. No evaluations or assessment of the activities take place to identify whether the objectives are met or whether any further plans need to be made to enable children to progress through the stepping stones. There are insufficient challenges for older or more-able children. Systems for observing, monitoring and recording children's achievements are not consistently used by the staff, and assessments are not used to inform the planning to enable children to move forward to the next stages in their learning.

Children are not extended in most of the areas of learning. They independently choose some of the activities during free-play, often instigating spontaneous activities either independently or in small groups. However, their learning is not extended during these times and they are not engaging in meaningful play. At times some of the children are not interested in the activities available or get bored, and spend a considerable amount of time wandering around aimlessly. Although they socialise well together during their instigated play, these skills are not extended during other appropriate times, such as when they are all sitting together with the staff at snack and meal times. Children are beginning to develop self-care skills during daily hygiene routines and through the current topic of 'our bodies'. However, they do not fully understand the importance of self-care as staff do not explain or engage them in discussions concerning these hygiene routines.

Children usually separate happily from their parents and are warmly greeted by the staff. Any upset children are quickly approached by the staff who help to settle them in. Children are confident and know the day-to-day routines of the nursery, and get involved with clearing away some of the activities. However, their independence is not encouraged during other appropriate times such as when eating. Staff serve the children with all the food and drink and children are not supplied with appropriate cutlery, only spoons are made available to eat all food provided.

Children's communication skills are not extended as staff do not use effective questioning to develop their speech and language. They are not encouraged to enjoy books and stories, as both story times and the time spent looking at books is used to keep children occupied whilst staff carry out other duties and prepare for different parts of the sessions. For example, children are directed to find a book after tidying away activities and to sit quietly looking at it. Some of the children follow these directions but proceed to run around and 'dive' onto the floor whilst still holding the books. Some children's behaviour becomes very boisterous and disruptive during this time.

Children have little opportunity to explore and investigate, such as exploring natural materials during sand play. A sand tray full of sand toys is available in the corner of the room, but children show no interest in it. Children are learning to gain control of their bodies and move confidently around the nursery. Although, they have opportunities for regular outdoor play, their physical skills are not fully extended as staff do not use this time effectively to help children acquire new skills.

Children use appropriate resources, such as the computer and play telephones to develop their skills in information communication and technology. They also have some opportunities to develop their manipulative and control skills. However, at times appropriate and sufficient resources are not always available, for example, a small amount of play dough is made available for an activity. Children have little opportunity to create their own paintings and drawings, as equipment is only available as part of planned activities and is very much adult-led with very little involvement by the children. A paint easel is available in the corner of the room, but is not set up and no appropriate materials are made available. Children do not have opportunities to make marks or use mathematics as part of their every-day activities. These are usually only available during planned activities, such as when children count during circle-time using nursery rhymes, but this does not identify whether they understand the concept of counting.

Helping children make a positive contribution

The provision is satisfactory.

Children know each other well and form relationships with each other and the adults. They show care and concern for each other and often share toys and understand how to take turns. Staff are good role models for the children and encourage them to be polite, say please and thank-you. However, due to lack of organisation and direction, children sometimes do not understand what is expected of them, which also leads to disruptive behaviour.

Children attending the setting reflect the diversity of their community and there is a clear equal opportunities policy. Children's individual needs are responded to as satisfactory progress is being made towards being inclusive and staff ensure that all children are able to participate in the activities.

Although children have access to some resources to promote their awareness of diversity, they have little opportunity to become aware of their own or different beliefs and cultures. They do not have sufficient opportunities to explore their surroundings. Overall, the provision does not foster children's spiritual, moral, social and cultural development satisfactorily.

Younger children respond to clear behaviour management strategies which are shared with and understood by parents. There are effective and consistent ways for dealing with children's behaviour noted in the settings policy. In the pre-school room these were not effectively or consistently applied and this limits children's understanding of right from wrong and the expectations of them.

Children under three benefit from the positive partnership staff have developed with parents. Staff share important information with parents about children's needs and ensure that there is continuity between home and nursery. Relationships between staff and parents are friendly and staff take time to talk to parents at the end of each day. Information for parents about the nursery is available through regular newsletters and a notice board.

The partnership with parents and carers of children who receive nursery education is

inadequate. Parents are initially provided with very brief information about nursery education. They are not given any information to explain how children progress through the Foundation Stage. Parents are made to feel welcome and staff take time to discuss their children's needs during arrival and departure times. However, these discussions are usually about the activities children have carried out, but are not linked to the learning outcomes. There is a system for using communication sheets with parents. These include the children's learning outcomes and are made available for parents to look at when they collect the children. However, staff are not consistently completing these. Although parents are kept informed of how the nursery is operating through regular newsletters, calendars detailing themes and information displayed on the notice boards, these contain little information about the Foundation Stage. Parents are not encouraged to be actively involved in the life of the nursery as staff and management have not yet developed ways of involving busy working parents. There are very few links between home and the setting to extend and involve parents in supporting their children's learning and experiences, for example, although children's assessments are recorded, these are not shared with parents. As a result, this limits children's progress and parents ability to contribute fully.

Organisation

The organisation is satisfactory.

Children are cared for in a setting where the registered provider demonstrates a sound knowledge and understanding of the need to inform Ofsted of any significant changes and most staff are suitably qualified. An induction and appraisal programme has started to be implemented and the policies and procedures are well maintained, regularly reviewed and reflect current practice and professional guidance.

Children benefit from the way some of the resources and equipment are organised, which helps them to instigate their own play during sessions. Staff provide a safe and friendly environment to welcome children to the setting.

The leadership and management of nursery education are inadequate. Although staff work well as a team they lack organisation and direction from management. Staff are starting to develop some skills in delivering nursery education and assessing children's progress. However, they do not fully understand children's learning needs and are unsure of how to use activities to promote and extend learning potential. As a result, older children are not making sufficient progress through the stepping stones. The manager's role and responsibilities are not clearly defined.

Time and resources are not used effectively to support older children's learning. Children do not always have the same learning opportunities due to a lack of pre-planning. Some sessions are inconsistently delivered by two different staff members using different rooms in the nursery. At times the older children are bored with the activities and staff fail to direct them. As a result this sometimes leads to boisterous and disruptive behaviour, which hinders the older and more able children's learning. The provision for nursery education and children's progress are currently not effectively monitored or evaluated.

Overall, the provision does not meet the needs of the range of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the accident and incident records by ensuring they are confidentially maintained
- improve staffs knowledge, understanding and awareness of child protection to ensure the safety and welfare of children
- improve outcomes for children under three by using an approach in line with 'Birth to three matters'.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop an action plan to show how staff will obtain knowledge and understanding of the Curriculum guidance for the foundation stage in order to provide children with a range of activities to cover all areas of learning
- ensure that planning is in place which clearly identifies how activities will cover all areas of learning and develop a method of evaluation and

assessment to help children move forward at a pace suitable to their individual needs

- implement arrangements to provide parents with information on the Curriculum guidance for the foundation stage and ensure parents are given opportunities to support their child's learning and progress
- devise and implement a system for managers to monitor and evaluate the quality of teaching and learning in the setting
- develop staff awareness of behaviour management and ensure that behaviour does not impact on the participation and enjoyment of children in activities and learning.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk