



Little Learners Day Nursery & Youngstars Creche

Inspection report for early years provision

Unique Reference Number	155383
Inspection date	08 May 2006
Inspector	Jacqueline Crawford
Setting Address	Butlins Skyline Ltd, Upper Bognor Road, Bognor Regis, West Sussex, PO21 1JJ
Telephone number	01243 810013
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Registered person	Bourne Leisure
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Learners Day Nursery and Youngstars Crèche opened in their present facilities in 1999. The nursery and crèche operate from three rooms in the purpose built building in Butlins Holiday Resort, situated in Bognor Regis, West Sussex. A maximum of 46 children may attend the nursery and crèche at any one time. The nursery is open each weekday from 08:45 to 15:15 for 52 weeks of the year. The nursery provides care for the children of staff working in the centre. The crèche is

open from 09:00 to 17:50 and 19:00 to 23:00 for children of visitors staying at the centre. All children have access to a secure outdoor play area.

There are currently 12 children aged from two to under five years on roll in the nursery. Of these six receive funding for nursery education. The nursery and crèche supports children with special educational needs and children who speak English as an additional language.

The nursery employs 11 staff of whom eight staff, including the manager and deputy who hold appropriate early years qualifications. There are two staff working towards an NVQ Level 3 qualification. There are four staff employed to work in the crèche of whom two hold appropriate qualifications.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and wellbeing is effectively promoted because staff follow appropriate health and hygiene guidelines and procedures. Children are well protected because staff take positive steps to prevent the spread of infection during personal care and daily routines. Staff are aware of the changes required to ensure appropriate nappy disposal procedures are followed in the visitors crèche. Children in the nursery show a good understanding of how to keep themselves healthy. For example, they know the importance of regular hand washing after messy activities, toilet visits and before snacks and meals. Nursery children learn about personal care and healthy living, for example by cleaning their teeth after meals. The organisation of the setting enables children to develop their independence and personal care effectively in both nursery and crèche.

Children receive regular drinks throughout the day. They can easily access water from a dispenser and help themselves when they need a drink. Their independence is encouraged further as they pour their own drinks at mealtimes. Nursery children learn about healthy eating through the learning programme and as they receive a range of healthy snacks which include fresh fruit. Children enjoy helping to prepare their own snacks and the meaningful discussions with staff as they do so. Meal and snack times are sociable; children sit at the table with their friends and staff. Children and babies attending the visitors crèche receive bottles and drinks provided by parents. Children's dietary requirements are met effectively through discussions and information provided by parents

Children in the both the nursery and the crèche have opportunities to rest and sleep according to their needs in comfortable surroundings. Children develop a positive attitude towards physical activity and exercise as they enjoy outdoor play opportunities all year round. They develop their control and co-ordination effectively and learn about spatial awareness, through a variety of physical activities and as

they move between the areas of the setting. They practise and master fine motor skills by means of regular access to an excellent range of activities and resources.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy their play and are well cared for in a safe and secure environment. Staff are vigilant about children's safety. They use well implemented policies and procedures to safeguard children both in the nursery and visitors crèche. The effective use of risk assessment and daily checks identify potential hazards and ensure positive steps are taken to protect children from harm. Staff are effectively deployed to ensure children are well supported and supervised at all times.

Children enjoy a suitable and safe range of good quality toys and play equipment which are regularly checked for safety and kept in a clean condition. Children independently access the wide range of toys and resources which are age appropriate and safely displayed in the different areas of the provision. Children learn about keeping themselves safe as they move around the nursery and through effective supervision on outings within the holiday centre.

Children's welfare is safeguarded as staff understand their role in the protection of children and know the importance of passing on concerns appropriately. All staff receive child protection training provided by the holiday centre and have a clear understanding of policies and procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children are warmly welcomed into a vibrant and stimulating child centred nursery environment. Children thoroughly enjoy their time at the nursery and show they are comfortable and familiar with routines and members of staff. The provision is effectively organised into different areas of learning, allowing children to select activities and resources independently. Activities are age appropriate and skilfully supported by staff to ensure each child is challenged and their learning and enjoyment is effectively extended. Children and babies on holiday benefit from a colourful and welcoming crèche environment. They are well cared for and enjoy a good variety of activities and resources within the appealing and well planned activity programme. Staff interact extremely well with babies and toddlers enabling them to explore and develop their manipulative skills. Staff have a good understanding of child development and refer to guidance such as Birth to three matters to plan stimulating activities for the younger children and to meet their developing needs. Nursery staff use observations of children's development to provide suitable activities for the two year olds, which enable them to move appropriately towards the stepping stones and the learning programme.

Nursery Education

The quality of teaching and learning is good. Children benefit from the stimulating learning environment which is skilfully planned and linked to the Foundation Stage curriculum and the six areas of learning. Children are making good progress towards the early learning goals as they are experiencing a varied and exciting range of activities and are supported by motivated staff. Children explore and investigate through well planned topics and themes which link to the different areas of learning. For example, during the 'jungle' topic, children enjoy interactive stories such as 'Walking Through the Jungle' and relate with enthusiasm to imaginary experiences. They work together to create a colourful wall display in which they use free expression to paint jungle animals and hand print trees. Children are developing an awareness of others needs and have good self-esteem because staff listen to them and value their ideas. Children are successfully increasing their independence, for example, by cutting up fruit for snack time under the guidance of staff, laying the table and serving the snack to friends. Through meaningful practical activities such as preparing fruit for snack time, children develop their senses and learn simple mathematical operations. Children are developing a healthy interest in books and have access to a wide variety of fiction and factual books. They enjoy sharing stories with adults and peers and delight in predictable endings. Children are confident speakers and competent at routinely finding their own names around the setting. They understand writing can be used for a variety of purposes through the effective use of displays and labels around the setting. Children are beginning to write for themselves but have few opportunities to link sounds to letters or write their names to label their own work. Through staff teaching skills and the extremely good resources children are developing an excellent understanding of simple number operations and problem solving. For example, they match shapes to make treasure boxes and use linking resources to sort and make repeating patterns.

Topic work and practical activities enable children to learn about the natural world, as they care for the pet fish and plants and seeds they are cultivating. Children enjoy using a digital camera to take interesting photos of nursery activities and enjoy sharing them with friends on the computer screen. Children have extremely good opportunities to learn about the wider world and to appreciate their own culture and the cultural traditions of others through the diversity of the provision. Children benefit from a variety of entertainers visiting the centre, such as African dancers and animal keepers, from whom they increase their understanding of the world. Children develop their physical skills effectively through a good range of activities and learning experiences, which include matching movement to music. Children have excellent opportunities to be imaginative and to develop their senses and creativity.

Children are working well within their limits and enjoy activities which are stimulating, imaginative and fun. Staff are aware of children's starting points and use assessments and development records to track children's progress, although staff find time is limited to keep consistent records. Staff have a sound knowledge and understanding of the Foundation Stage and how young children learn, which is reflected in the learning environment and planned programme across the six areas of learning. Staff are skilled at presenting and extending activities which enable children to become focused. Staff use time, resources and the accommodation effectively enabling children to benefit from free choice and learning through play.

Helping children make a positive contribution

The provision is good.

Throughout all areas of the nursery and crèche staff work effectively with parents in order to meet individual children's needs, which ensures they are included fully in the life of the setting. All children are valued, respected and warmly welcomed into the setting. Parents appreciate the welcome they receive from friendly and approachable staff. Parents receive good information about the provision and the care provided. Children feel a true sense of belonging and their contribution is valued in the nursery. Staff manage children's behaviour sensitively and effectively, increasing children's understanding of right and wrong by using simple age appropriate strategies which children understand. Children learn to take turns and share fairly and to play and work harmoniously together. Interactions across the whole provision are extremely good. The good balance of adult-led and child-initiated indoor and outdoor activities, enables children to make free choices and take decisions in their play and learning. Children develop self-esteem and an awareness of their own needs and the needs of others. They are beginning to understand moral codes of their own and other cultures. Children increase their awareness of diversity and a wider society, through a well planned learning programme and resources which reflect positive images. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Parents are provided with good quality information about the nursery provision and the educational programme in relation to the stepping stones and Foundation Stage. Parents are kept well informed about their children's daily care, progress and development through daily contact books, discussions with staff and the children's records. Planning is displayed for parents and shows topics, themes and the activity programme relating to nursery education. Parents have opportunities to attend consultations meetings and are encouraged to become involved in their children's learning. Staff actively seek parents' views about their children's needs and interests on a regular basis and before they start nursery.

Organisation

The organisation is good.

Children's care is enhanced by the effective organisation and the welcoming environment. Knowledgeable staff fully understand and follow the setting's policies and procedures. Rigorous recruitment and vetting procedures ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. Staff have a high regard for the well-being of all children and good staff deployment positively supports children's care, learning and play throughout both provisions. All of the legally required documentation is in place and children's records are shared with parents. Relevant information to the setting is displayed as required, however some policies and procedures need to be revised in order to provide current information.

Leadership and management have a clear vision for nursery education with a strong focus on the personal development and achievement of all children. The provision is effectively monitored and management is committed to continual improvement.

Leadership and management motivates staff and children and builds committed teams. New staff are supported effectively through an extensive induction programme and management promotes and supports further staff training and development. Management works effectively to establish a strong staff team who have a sound knowledge of the curriculum guidance for the Foundation Stage and are familiar with guidance such as Birth to three matters. Leadership and management have a commitment to high standards in all areas of the provision. This ensures planned activities and the assessments of children's progress are used to plan the next step in children's learning. However, demands on staff time has an impact on keeping children's assessment and development records up to date. Practitioners effectively promote an inclusive environment in which every child matters.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection a recommendation was made to ensure the visitors book and records of accidents and existing injuries are maintained with the required details. A further recommendation was made to make sure hazardous materials are inaccessible to the children.

All documentation and records are now accurately maintained. Children are cared for in a safe environment in which hazardous materials are stored appropriately, thus ensuring children's health and safety in the setting.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to Standard 2: Organisation. The complaint related to adult to child ratios not being maintained and unqualified staff being left unsupervised with children. Ofsted investigated the complaint by carrying out an unannounced inspection on 22 August 2005. The Childcare Inspector addressed these concerns with the provider. The provider remains qualified for registration. The provider has made a record of the complaint in their complaints record. 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):

- ensure good hygiene practice is maintained in nappy changing areas in order to prevent the risk of infection
- review and revise policies and procedures to provide correct information to parents and staff

The quality and standards of the nursery education

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

- ensure children's development records are effectively maintained in order to monitor their progress

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