



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205287

DfES Number: 584494

### INSPECTION DETAILS

Inspection Date 05/10/2004  
Inspector Name Donna Stevens

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Little Learners Nursery  
Setting Address Bayton School  
Bayton  
Kidderminster  
Worcestershire  
DY14 9LW

### REGISTERED PROVIDER DETAILS

Name Mrs Judith Kathlyn Bunn

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little learner's Nursery opened in 1997. It operates from a demountable in the grounds of the Church Of England School in the village of Bayton, close to the town of Kidderminster.

The setting serves both the local and surrounding areas.

There are currently 26 children from 2 to 4 years on roll. This includes 12 funded 3-year-olds and 4 funded 4-year-olds. The children attend for a variety of sessions. The setting currently supports a number of children with special needs. None of the children speak English as an additional language.

The group opens five days a week during school term time. Sessions are between 08:30 and 16:00.

There are nine full and part-time members of staff who work with the children, of whom five have an early years qualification to level two or three. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Little learner's Nursery provides good care for children. The owner, manager and staff group are well qualified and have many years experience in early years. The nursery is well organised and makes good use of the space within the main playroom. The adult to child ratio allows children to benefit from a high-level of staff interaction. The nursery is warm and welcoming and the children move freely around the playroom. There is a good range of equipment and the children enjoy a wide range of age appropriate and stimulating activities. The group keep accurate records, which are stored appropriately.

Attention to safety is good. Children are very well supervised both inside and outside

and are encouraged to learn about hazards. Regular risk assessments are completed and any problems are addressed. However, the flooring in the main playroom is lifting and requires attention. Good daily routines encourage children to learn about hygiene practices and the children understand the importance of hand washing after toileting and before eating meals. The first aid box contained additional, non-recommended items. Children are supplied with healthy drinks and snacks during the sessions. The staff have a good understanding of their child protection responsibilities and know who to contact if they are concerned about a child in their care.

There is a good range of activities organised on a daily basis. These along with good play opportunities help support their play and learning. Children are aware of what is right and wrong and understand how to share and take turns. There are strategies in place to manage children's behaviour, but there is not an appointed member of staff responsible for behaviour issues. Resources and projects reflect positive images of minority groups. The group supports children with special needs very well.

There are good relationships with the parent and information is shared on a regular basis.

#### **What has improved since the last inspection?**

At the last inspection, two issues were raised which required improvement. Good progress has been made.

All staff now have satisfactorily completed CRB clearance.

The fluorescent lighting in the playroom has been made safe.

#### **What is being done well?**

- Staff are fully involved with the children and support their play and learning.
- Children with special needs are well integrated and supported within the group.
- Healthy eating and good hygiene practices are encouraged.
- Relationships with parents are good.
- A wide range of activities and play opportunities are available to the children.

#### **What needs to be improved?**

- the arrangements for coordinating behaviour management issues
- the safety of the flooring in the main play room
- the arrangements for stocking the first aid box.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure the flooring in the playroom is made safe.
7	Ensure the first aid box is appropriately stocked.
11	Ensure there is a member of staff responsible for behaviour management.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Little Learner's Nursery provides very good quality nursery education, which enables children to make very good progress towards the early learning goals.

The quality of teaching is a very good. Staff have a very good knowledge of the stepping stones and early learning goals. They plan of variety of activities in all six areas of learning and use these plans to assess the children. This information is then used for future planning. The indoor space is well organised to create an interesting learning environment in which children increase their independence. The outdoor area is used very well to promote children's physical skills and their understanding of the natural world.

Staff give all the children a good level of support and those with special educational needs are encouraged to participate in the full range of Nursery activities. They skilfully develop children's language by engaging them in conversation and asking questions which encourage them to think and talk about what they are doing. There are some missed opportunities for staff to interact with children. Children are generally well behaved they understand right from wrong, how to share and take turns. There are occasions when children are expected to sit and concentrate for periods of time, which are too long for some of the younger children.

The leadership and management of the nursery are very good. The owner and manager work very well together and have been effective in developing a committed staff team. There is a staff appraisal and training programme in place.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children and are kept informed about forthcoming events at the nursery and their child's individual progress. They are made to feel welcome and are given clear written information through newsletters and parents notice board.

### What is being done well?

- Children have good opportunities for mark making in a variety of structured and free play activities.
- Children learn to recognise numbers through songs, stories, creative activities and imaginative play.
- Children with special needs are included in all activities. Staff find out all they can about children specific needs and ensure that these are included in the daily routine.
- Children's knowledge and understanding of the world around is increased by activities involving the countryside around the setting.

- Physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.
- There is a very good system in place for assessing children on a daily basis. This information is then used to in the planning to ensure that children are making progress towards the early learning goals in all areas of learning.

#### **What needs to be improved?**

- opportunities for children to develop their social skills during mealtimes
- planning, to reduce the time children are sometimes expected to sit quietly after particular activities.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection.

Staff have put in the place a system which allows them to regularly observe and assess all the children.

Opportunities for children to develop climbing and balancing skills are included in activity planning.

The nursery has expanded their range of equipment depicting people from other cultures and beliefs and introduces children to these concepts through activities and projects.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are developing. Staff are sensitive to their needs. Children are encouraged to be independent and to persist with difficult tasks. They choose between activities, request resources and take care of their personal needs with limited support. They generally behave well, they are taught to share and take turns, and to be polite and considerate to others. Two minor issues have been identified as points for improvement regarding this area of learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff and engage in lengthy conversations. They listen to stories, enjoy sharing books and are able to tell stories from pictures. Some of the older children are beginning to read basic books. Children recognise their first names and are beginning to write these correctly with well-formed letters. There are many opportunities for mark making and children understand that written words have meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count to 10 and recognise shapes colours and sizes. Their understanding of numbers is encouraged through singing familiar songs, stories and daily activities such as counting the children as they go outside to play. They learn about mathematical concepts, such as size, through their play, for example threading beads of different size and colour.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy a variety of activities, which help them to learn about the natural world and the rural setting around them. They look at how things grow, the seasons and wildlife. Other activities introduce the children to positive images of diversity. The children enjoy opportunities to explore new technology through the computer and remote-control toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

A good range of activities is provided which enable children to develop their physical skills. There are opportunities for them to balance, climb and throw and catch. They learn to move around each other and work within a limited space through musical movement and other indoor physical activities. Children are taught to handle and control small objects, for example threading small beads, using scissors and using a variety of tools for playing with play dough.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children participate enthusiastically in music sessions, such as singing and musical movement. They draw freely and apply paint in different ways requesting different colours and items for printing. They enjoy imaginative play, drawing on their experiences as they play in a variety of situations for example, in the home, at the hairdresser or in a Chinese restaurant.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, and the points raised for consideration have already been considered by staff and are being partly addressed by the new extension and expansion to the provision.
- Improve arrangements to allow staff to maximise the opportunities to sit and socialise with the children.
- Review the planning to ensure that the length of time that children are expected to sit and concentrate is appropriate to their age and ability.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*