



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY270736

DfES Number: 513301

INSPECTION DETAILS

Inspection Date	21/06/2004
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Little Beaver Childcare Ltd
Setting Address	St Marys Hall St. Marys Road Glossop Derbyshire SK13 8DN

REGISTERED PROVIDER DETAILS

Name	Little Beaver Childcare Ltd 4797113
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ORGANISATION DETAILS

Name	Little Beaver Childcare Ltd
Address	St Marys Hall St. Marys Road Glossop Derbyshire SK13 8DN

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 Beaver Childcare Limited was established in 1989.

The nursery operates from a large room within ex-school premises close to Glossop town centre. The associated out of school and holiday club is accommodated in a larger hall within the same building.

The nursery can care for a maximum of 30 children with no more than six being under one, and the out of school club a further 40 children up to the age of eight.

The nursery is open Monday to Friday throughout the year excepting bank holidays from 07:30 to 18:00 and serves mostly local families. Children attend for a variety of sessions. There are currently 37 children on roll and of these 4 four-year-olds and 9 three-year olds receive funding. There are no children attending who have special educational needs nor who have English as an additional language.

The provider heads a team of ten staff, nine of whom hold relevant qualifications. The setting encourages student placements, and is supported by a development worker from Derbyshire's Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Beaver Childcare Limited provides good quality care for children.

Families are welcomed into a bright and warm environment where children feel secure and settled. Children are grouped appropriately with babies particularly enjoying comfortable and cosy accommodation. The staff group is well established and maintains a consistent approach in their care and practice. Behaviour is good. Staff act as positive role models and the children respond to their clear guidance and praise.

Staff develop close relationships with the children and enjoy their company. They know the children well and respond to individual need. Younger children experience routines of playing and sleeping and joining in with older children during the day.

Pre-school children are secure in their daily routines and enjoy a variety of equipment and activities, although large group story and singing times do not extend their learning. Resources and space are used effectively.

Safety, health and hygiene practices are good. Children routinely learn about hygiene and the nursery provides nutritious home cooked food. Comprehensive risk assessments are in place to ensure the safety and well being of all children.

The nursery establishes very good relationships with parents and carers who are provided with detailed information on the setting and their children's learning. Information about the children is also shared on a daily basis. Parents are very supportive of the nursery and happy with the care and education provided.

The provision is managed to a good standard with high levels of care and concern. All statutory recording is maintained efficiently and in a confidential manner. The complaints procedure however does not contain full details of the regulator

What has improved since the last inspection?

Following the last inspection the nursery was asked to review the care and play provision for toddlers leaving the baby unit and entering the playroom. These children are now linked with a key worker and are part of a small group ensuring their welfare and play and social development.

The setting also was required to review the management of fire logs and risk assessments.

Emergency evacuation of the premises is now carried out regularly, recorded and evaluated. There are also written risk assessments now in place, completed and signed. These procedures have enhanced the safety of children attending the provision.

What is being done well?

- The promotion of children's social development and emotional wellbeing.
- The provision of a comfortable and relaxed environment which welcomes children and their families and which offers particularly cosy accommodation for babies.
- The provision of a wide range of home cooked and nutritious meals and snacks.
- The provision of a variety of equipment and activities which support learning and invite children to have fun.

What needs to be improved?

- management of group story and singing time

- the complaints procedure by including the full details of the regulator and making parents aware.

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
3	Consider reviewing the management of story and singing times for the benefit of all children
12	Ensure the complaints procedure includes full details of the regulator and is made available to parents.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals except in the area of communication, language and literacy where there are significant weaknesses.

The quality of teaching is generally good. The manager has secure knowledge and understanding of the early learning goals. Planning is clear and assessment of the children's progress against the stepping stones is evaluative. Recording shows how children are moved on in their learning. Children are taught in small groups. However, apart from the focussed activities which are led by the pre-school manager, children's learning is not being extended or challenged by other members of staff who are insecure in the aims and objectives of the curriculum. The lack of the use of questioning and development of vocabulary by staff is impacting on children's language for thinking and the use of their imagination. There is little evidence of differentiation generally throughout the six areas of learning away from focussed activities.

Management of the children and their behaviour is very good. They are developing a good sense of responsibility and consideration to others. Time and resources are generally well used although large group singing and story times are not effective, and children experience few opportunities to develop some reading, writing and problem solving skills.

The leadership and management of the setting is generally good although the present lack of staff experienced in their understanding of the early learning goals is impacting on the overall quality of teaching for all children.

The partnership with parents and carers is very good. Staff and carers share information about the children on a daily basis. Carers receive comprehensive information about the nursery, the curriculum and the early learning goals. They are encouraged to take part in their children's learning and comment on the half-termly assessments.

What is being done well?

- The management and development of individual children's personal, social and emotional progress.
- The promotion of caring for others and good behaviour.
- The clear expectations that the nursery works in partnership with parents and carers and the welcome afforded to families so they may feel comfortable and included in their children's learning.
- Opportunities for children to use a variety of equipment to develop physical skills.

- Opportunities for children to use a range of communication and technical equipment

What needs to be improved?

- staff's understanding of the learning objectives in the plans and the use of assessment to ensure children are sufficiently challenged in their learning
- staff's knowledge of how to use activities and routines to help children develop their language for thinking and use of vocabulary
- more opportunities for children to recognise letters and familiar words, explore books at leisure and experience quality storytelling, and to write and make marks
- greater opportunities for children to solve problems

What has improved since the last inspection?

Progress since the last inspection is generally good. Assessment now informs where children are in their learning and is used to good effect to move children on.

Children's health and well being are now further developed through the inclusion of a variety of physical activities in daily planning, although some still lack challenge for the older and more able children.

Teaching now takes account of the Special Educational Needs Code of Practice. The proprietor is the trained Special Educational Needs Coordinator (SENCO) and maintains comprehensive and clear independent educational and care programmes, which have a positive impact on the children's care and learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children feel secure and separate happily from their carers. They are eager to start the day; greet staff and each other. They sit and listen to instruction. They are encouraged to be responsible and develop their self-esteem. They are learning about emotions and the need to care for and respect others. Their behaviour is very good. They are acquiring knowledge of right from wrong and are clear of expectations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are not confident communicators and staff are not developing the use of language routinely during play. There are few opportunities for children to recognise familiar words or use their name cards. There is a good range of books but children are not encouraged to use them for leisure. The management of storytime is not beneficial to the children. Children have few opportunities to routinely write or make marks. They are confident singers enjoying familiar rhymes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore shape and size independently or with staff support. Focussed activities encourage the recognition and use of number. Counting happens routinely. Children are able to make simple calculations recognising when they need more or less and how many, but there are few opportunities for them to solve simple problems. Water and sand provide understanding of volume and measure and a variety of play introduces pattern making.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to develop a sense of place. They have occasions to explore their locality and relate their findings to activities in the nursery. They understand time and can relate to the past, present and future. They experience opportunities to discover change, growth and the natural world. Communication and other technical equipment is routinely available. Knowledge and understanding of the world is explored in topic work. Positive images are found in books and displays.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy a good range of large and small equipment. The outside play area provides space for children to use wheeled toys, practice kicking and throwing skills and balance on lines on the ground. Inside children are able to throw bean bags, quoits and roll balls under supervision. They are co-ordinated, and move safely with care when handling refreshments. They develop hygiene awareness routinely but do not investigate changes to their bodies before and after exercise.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are developing an awareness of colour. They are able to create in focussed activities using a range of materials and equipment. They have access to music, used as background, as a focussed activity or when moving to movement. They participate and improvise during role play with adult support and join in action rhymes. They enjoy singing. However, creativity is not sufficiently developed in the children to allow them to use their imaginations fully in small world play or design making.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- ensure staff understand the learning objectives in the planning and the use of assessment so that children are challenged in their learning
- increase staff's knowledge of how to use activities and routines to help children develop their vocabulary and language skills
- create more opportunities for children to recognise letters and familiar words; to enjoy books and storytime; to enable them to routinely make marks and write with a variety of materials and solve simple mathematical problems.

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.