



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY278721

DfES Number: 278721

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Heather Morgan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Ones Day Nursery (Wonford)
Setting Address Bradley Rowe First School
Burnthouse Lane
Exeter
Devon
EX2 6AY

REGISTERED PROVIDER DETAILS

Name Little Ones Childcare Ltd 4487721

ORGANISATION DETAILS

Name Little Ones Childcare Ltd
Address The Leas
22 High Street
Cullompton
Devon
EX15 1AA

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 Ones Day Nursery (Wonford) is a neighbourhood nursery, situated at Bradley Rowe School in the centre of Wonford in Exeter. It was first registered in March 2004 and currently occupies a disused classroom in the school grounds. The accommodation includes two play areas for children aged under and over two years, a sleep room for babies, kitchen and toilet and facilities. The nursery shares a small outdoor area with the school's pre-school unit. The nursery will soon be relocating to purpose-built premises within the new school building on the same site.

The nursery is open from 08.00 until 18.00 on weekdays, for 51 weeks of the year, excluding Bank Holidays. Children attend for a variety of sessions and at present there are 13 on roll, five of whom are in receipt of nursery education funding. The nursery supports children who use English as an additional language.

Little Ones (Wonford) is one of a group of nurseries, owned by three directors. It is staffed by a manager, deputy manager and up to four other staff, all of whom have appropriate child care qualifications or are working towards them. The nursery is supported by NOF funding.

How good is the Day Care?

Little Ones Day Nursery (Wonford) provides good quality care for children.

The nursery offers a bright, welcoming environment where children are happy, relaxed and settle well. Colourful displays and attractively presented resources create a stimulating and interesting play environment. Clear, comprehensive policies and procedures are in place and understood by all staff. They are implemented effectively to provide consistent good practice.

Staff pay good attention to the health, safety and welfare of the children. They ensure that children have regular, balanced and nutritional meals, for example they eat a variety of fresh fruit at snack time. Resources are regularly checked and cleaned and staff encourage children to care for them appropriately, for example

putting them away carefully when they have finished using them. Staff do not consistently ensure that the safety of the outdoor area is appropriately maintained, for example ensuring that weeds and other plants are kept under control.

Staff plan a wide range of interesting and varied activities which the children access enthusiastically. The staff interact warmly with children, encouraging and supporting their progress and development through purposeful play. They know the children and their families well and this helps them meet children's individual needs effectively. They are calm and consistent in their management of children and use praise and encouragement effectively to promote and reward good behaviour.

There is a good partnership with parents. They have access to a range of information and particularly value the opportunities for regular discussions with staff, exchanging information about their children's care and progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery offers parents and children a bright, welcoming environment.
- Clear, comprehensive policies and procedures are understood and implemented well by staff to underpin consistent good practice.
- Staff plan and implement an interesting range of activities which support children's progress and development through purposeful play.
- Staff interact warmly with the children; they know them well and respond sensitively to their individual needs.

What needs to be improved?

- maintenance of the garden to ensure a safe outdoor play environment.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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 that the garden is maintained appropriately to ensure a safe outdoor play environment.

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

How effective is the nursery education?

Little Ones Day Nursery (Wonford) provides good quality nursery education. Children are making generally good progress in mathematics and creative development, and very good progress in all other areas of the curriculum.

The quality of teaching is generally good. Overall, staff have a good understanding of the early learning goals and plan an interesting and varied range of activities to support children's learning through purposeful play. They interact warmly with children, but do not always make the best use of spontaneous activities to challenge and extend children's learning. Activities are evaluated regularly; staff observe children's progress and keep lively and informative records of their achievements. They regularly set individual learning goals for each child, but it is not always clear how these build on what they already know and can do. Staff are calm and consistent in their management of children's behaviour, helping them to understand the need to share and take turns, supporting them in negotiating conflict for themselves and using praise and encouragement effectively to promote and reward good behaviour.

Leadership and management is generally good. The strong management team provide good support for nursery staff, role-modelling good practice, assisting with planning the curriculum and providing training opportunities. They have recently appointed a Curriculum Development Manager to support staff in addressing identified areas for improvement. For example, the curriculum needs to be more closely monitored to identify gaps in some areas of learning, such as mathematics and children's access to resources for creative expression.

There is a very good partnership with parents. They have good access to information about the nursery and its activities and regular opportunities to exchange information with staff. They are encouraged to work with staff in setting individual goals for their children and to participate in nursery activities.

What is being done well?

- Children are happy, confident and participate enthusiastically in all activities.
- Children are confident speakers and use language well to organise their thoughts, plan what they would like to do and recall past events.
- Children move safely and confidently both indoors and outdoors and are developing good control of their large and small muscle movements.
- Staff are calm and consistent in their management of children and support them well in learning to negotiate conflict for themselves.
- There is a strong partnership with parents, who have access to a range of information about the group and good opportunities to exchange information

with staff.

What needs to be improved?

- monitoring of plans to ensure that all areas of the curriculum are given appropriate emphasis
- use of assessment to ensure that children's individual goals build on what they already know and can do
- staff interactions with children's spontaneous play activities, to challenge and extend their learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settle well and enthusiastically participate in activities. They express their feelings confidently and are developing good independence in choosing what they would like to do and managing their own personal care. They are learning to share and take turns, play together well and show great care and concern for the younger babies and children in the nursery. Their behaviour is good and they have a good understanding of group rules, such as helping to tidy up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and eagerly initiate conversations with their peers and adults. They are developing a wide vocabulary and use language well to organise their thoughts, describe what they would like to do and recall past events. They enjoy looking at books, listening to and joining in with familiar stories and sometimes attempt to read labels. They are beginning to write for different purposes, such as labelling displays and are developing good dexterity and pencil control.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a good awareness of number and frequently count spontaneously during free play. They are able to use their counting skills in practical ways, for example to count how many children are present, but are not regularly encouraged to build on these skills by, for example, performing simple number operations to solve practical problems. They have a good awareness of mathematical concepts and can sort, match, sequence and use appropriate language to describe shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access interesting and varied activities that develop their experience of their own and the wider environment. They enjoy regular outings in the local area, including visits to the shops and bus rides. They have opportunities to explore and investigate the properties of different materials, for example when pumping water, moulding dough and looking at different light sources. They are developing a good awareness of the passage of time and use appropriate language to sequence events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and confidently around the nursery, controlling their movements well. They can stop and start safely, negotiate obstacles and crawl through tunnels. They use a range of equipment to develop skills such as controlling a ball, riding wheeled toys and climbing stairs. They regularly handle a variety of small resources and are developing good dexterity and hand-eye co-ordination. For example they are learning to use scissors safely and can carefully pour water.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children regularly and enthusiastically engage in imaginative small world and role-play. They use resources in different ways to extend their play, for example pretending that the water pumps were sharks. They have regular planned opportunities to explore a range of materials, for example mixing paints, printing, using chalk, collage materials, playdough and musical instruments, but have limited opportunities to access these materials independently and express themselves freely.

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

- further develop the planning and assessment procedures to ensure that appropriate emphasis is given to all areas of the curriculum and that children's individual goals build on what they already know and can do
- ensure that children are appropriately challenged and their learning extended during spontaneous play activities.

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.