



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223236

DfES Number: 539431

INSPECTION DETAILS

Inspection Date 27/10/2003
Inspector Name Coral Hales

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Me Day Nursery
Setting Address Bramley House, 25 Main Street
Foxton
Market Harborough
Leicestershire
LE16 7RB

REGISTERED PROVIDER DETAILS

Name Little Me Nurseries Limited 4011907

ORGANISATION DETAILS

Name Little Me Nurseries Limited
Address Bramley House
Main Street
Foxton
Leicestershire
LE16 7NT

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 Me Nursery is a privately owned establishment, which opened in October 2000. It is situated in the rural village of Foxton in Leicestershire and takes children from the local community, surrounding villages and the nearby town of Market Harborough. The accommodation consists of a baby sleep room, a wet/messy/dining room and two playrooms. Facilities also include a kitchen and a toilet and baby changing area. There is a fully enclosed rear garden available for outdoor play.

The nursery opens from 08:00 until 18:00 each day of the week, and operates for 50 weeks each year. There are currently 41 children on roll; this includes ten funded three-year-olds and two funded four-year-olds. The nursery operates a free-flow system where children of all ages mix together at different times of the day. There are currently no children attending with special educational needs, nor are there any children who speak English as an additional language.

There is a staff group of seven who work with the children, five of whom hold relevant childcare qualifications; other staff are currently attending relevant childcare training courses. The nursery is a member of the National Day Nursery Association and they receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Me Day Nursery offers good quality care overall for children aged between twelve weeks and eight years. The premises are clean, bright and attractive and offer a warm and welcoming environment to parents and children. Staff ratios are high and this offers children good levels of supervision and support with their learning. Staff are very aware of potential hazards and they ensure that the environment is safe and secure.

The registered person and her staff have a good knowledge of the National Standards and supporting criteria, although training in current legislation with regard

to equal opportunities and child protection would further underpin their good practice. Records are up-to-date and sufficiently detailed with one minor exception. They implement effective policies and procedures that are individual to the setting, and these are understood by all and have a positive impact on the children. Varied and nutritious home cooked meals are provided for the children and they enjoy meeting together as a group and good social interaction is evident.

The staff have a good understanding and knowledge of how children learn. They plan and provide a broad range of practical activities, which develop children's knowledge and understanding; activities are presented in an interesting and thoughtful way. Resources are well used to effectively support all learning. Staff manage children's behaviour effectively and the quality of their interactions significantly enhances all aspects of children's development. An effective observation and assessment system is in place and these assessments are then used to plan for the child's next stage of learning.

There are good relationships with parents. Their differing needs are taken into account, and their views are acknowledged and listened to. A good selection of information is displayed around the nursery for them to read. Staff regularly talk to and share information with parents about their child's progress.

What has improved since the last inspection?

All actions given at the last inspection have been satisfactorily addressed and promote children's welfare. The policies for child protection and behaviour include all relevant details and a key worker system has been established.

What is being done well?

- Overall organisation is good. There are sufficient staff on duty at all times and they are clear about their roles and responsibilities.
- Staff manage children well, they reinforce positive behaviour and as a result children are well behaved, form good relationships with each other and the staff. They share, play and learn well together as a group.
- The building is bright, attractive, well maintained and well organised to provide a stimulating environment for the children.
- The care of the under twos is good. Staff are caring and give good attention to meeting babies individual needs. They plan suitable and stimulating activities to give the children interesting sensory experiences.

What needs to be improved?

- the arrangement to ensure parents give prior written permission for medication to be given and any necessary instructions
- training to ensure staff are aware of all new legislation and guidance in the areas of child protection and equality of opportunity.

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
9	develop (staff's) knowledge and understanding of equal opportunities issues
13	develop (staff's) knowledge and understanding of child protection issues

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

How effective is the nursery education?

Little Me Day Nursery offers a generally good quality nursery education programme. Children are making generally good progress towards the early learning goals overall, and in personal social and emotional development, they are making very good progress.

Teaching is generally good. Staff are motivated, enthusiastic and caring, and engage children in conversation, build their self-esteem and encourage them to join in with all activities. Children's ideas are listened to and valued. All staff have a good knowledge of the foundation stage and stepping stones. There is however a lack of challenge in physical development and staff miss opportunities to develop children's awareness of working technology. Staff have a consistent approach to managing behaviour and children are well-mannered, polite and well behaved. An effective assessment system is in place and this is used well to record children's progress towards the early learning goals. Information is then used to plan for children's next stage of learning and allows the staff to focus on individual children's needs.

Leadership and management is generally good and staff work well together as a team. All staff are involved with the planning and evaluation process. Good early years practice is shared, and areas for development are acknowledged and addressed. The manager offers good support to the staff, whose training needs are identified and met. Effective systems are in place to monitor and evaluate the service that is offered to parents.

Partnership with parents is generally good. Regular newsletters and good quality written reports and information on the educational programme including the Foundation Stage is available to parents. Staff value parental input and encourage them to be part of their children's learning. Parents are able to speak to staff on a daily basis to discuss their progress.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, motivated and curious learners. Children are well mannered, polite and well behaved.
- The staff work together well as a team. They are enthusiastic and caring and have a good understanding of the early learning goals, which enables them to plan effectively for children's development.
- Parents are provided with good information about the Foundation Stage and their child's progress toward the early learning goals. The staff value their input.

What needs to be improved?

- the programme for knowledge and understanding of the world to ensure children have regular planned opportunities to use and understand working technology
- opportunities for children to undertake more challenging physical activities.

What has improved since the last inspection?

First inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to adults and to each other. They are able to play co-operatively and interact well in role-play and small group situations. The children are curious and motivated learners and are happy and confident. They behave well, are well mannered, polite and understand the need to work together and take turns. Children have a developing awareness of their own views, for example when expressing which costume they want to wear at the Halloween party.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are fluent speakers with a good grasp of language; both three and four-year-olds can explain their feelings and the meaning of their sentences. They are confident in group situations and are able to communicate enthusiastically with each other. Children recognise letters and their sounds and use them well. Children enjoy books independently as well as listening to stories read by adults and in small groups or one to one. Children write their names and make marks as they play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children explore the use of numbers in a variety of everyday activities, for example numbers of children, days of the week and when discussing time. Many children count up to and beyond ten and some recognise numerals. They are confident in using language regarding shape and size in everyday situations and conversations, for example when making masks, children discuss whose head is bigger and how much wool they require. Children calculate, predict and problem solve regularly as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features of the environment through themes and activities. They talk with confidence about personal events within their own lives and are becoming aware of different cultures and beliefs. The children have limited opportunities to use or experience working technology. Children use their senses to explore and investigate a variety of natural objects and materials and record their findings. They discuss the past, the present and future in simple language.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are independent and show a good awareness of personal hygiene. They use a wide range of equipment outdoors and many activities are planned to extend learning into the outdoor area. Children are developing good control of their bodies through planned activities and the use of small and large equipment. They confidently use tools with a purpose. There are however limited opportunities for children to use challenging equipment to develop new skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore how sounds can be changed through singing rhymes and playing instruments. Children use imagination in play situations such as the role-play area. Children have regular opportunities to explore colour and texture as they create models and paint. Children are confident to express their meanings and ideas. They are enthusiastic at song time and have the confidence to sing in front of the group.

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 programme for knowledge and understanding of the world to ensure children have opportunities to learn about and use working technology.
- Provide opportunities for children to undertake more challenging physical activities to enable them to learn new skills.

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.