



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253665

DfES Number: 510990

### INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Beverly Kemp-Russell

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Littlelates for Little People
Setting Address	Littlegate Farm Clensey Lane, Dry Doddington Newark Nottinghamshire NG23 5HT

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Gavin Naismith & Elizabeth Naismith
Address	Clensey Lane Dry Doddington Newark Nottinghamshire NG23 5HT

## 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

Littlegates for Little People Nursery and Out of School Club opened in 1994 and is a family run business. It is situated on the outskirts of Dry Doddington village in rural surroundings. The town of Newark is five miles away. The nursery premises comprise of entrance, office, two kitchen facilities, utility/ laundry room, pre-school room, toddler room, baby room, classroom and toilet facilities. The out of school club runs from purpose built premises separate from the nursery. Facilities for outside play are available. It serves the local community and surrounding areas.

There are 112 children on roll. This includes 26 funded 3 year olds. The setting supports children with special educational needs.

The group opens 5 days a week, 51 weeks a year. Opening times are from 08:00 to 18:00 hours.

Fifteen staff work with the children. Seven hold a recognised early years qualification and three are working towards. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Littlegates for Little People Nursery and Out of School Club provides good care for children. Toys and equipment provide a child orientated environment which helps promote children's all round development. The premises are purpose built and maintained to a high standard. Staffing ratios provide supportive adult care and staff are qualified. Documentation is well organised, efficient and ensures the welfare, care and learning of children. The operational plan is effective, supporting the settings documentation.

All aspects of safety are good, written risk assessments are regularly completed and staff are vigilant about children's safety both inside and outside. The setting promotes healthy eating and can provide for individual dietary needs of children. Staff hold first aid certificates to ensure they meet requirements and promote good

health of children. There is a child protection policy but not all staff have sufficient knowledge of child protection procedures. Systems including policies and procedures are in place to include children with special educational needs.

Staff provide a good range and balance of activities for children to support their play and learning. However, activities and resources that give children an understanding of the wider world are limited. Staff have positive relationships with the children and they encourage co-operative attitudes. Adults within the setting are attentive to the children and show genuine interest in what they say and do. Children's behaviour is managed effectively, using praise and encouragement to promote positive behaviour. Staff are good role models and in response children's behaviour is good. Staff work well as a team supporting each other to ensure the smooth running of the facility.

The setting has a positive approach towards working with parents and has established regular verbal and written communication. Systems for keeping parents informed about their children are in place.

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

At the last inspection the setting agreed to ensure that when babies are in high or low chairs they are restrained in safety harnesses. This has been addressed and has improved safety within the setting.

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

- The purpose built environment provides children with space in a rural location. They are welcoming to children and offer facilities for a range of age/ stage activities which promote their development.
- The range and balance of age/ stage appropriate activities provided for children to support their play and learning. Toys and equipment help to provide a stimulating environment for children.
- Staff manage children's behaviour effectively, promoting positive behaviour through praise and encouragement. In response children's behaviour is good.
- The operational plan is effective and works in practice. It supports the settings documentation to ensure the welfare of staff and children.

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

- an appropriate range of activities and resources that promote equality of opportunity and reflect positive images of culture, ethnicity and disability to ensure children are gaining an understanding of the wider world
- staff's knowledge and understanding of child protection issues and procedures to ensure children are safe.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and reflect positive images of culture, ethnicity and disability.
13	Develop staff's knowledge and understanding of child protection issues and the procedures.

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

### How effective is the nursery education?

Little Gates for Little People provides nursery education, which enables children to make generally good progress towards the early learning goals. Provision for personal, social, emotional and physical development is very good.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them, which helps to support their learning. Staff encourage and praise children for their efforts and achievements which promotes good behaviour. They organise the indoor and outdoor space and resources to create an interesting and rich learning environment.

Planned activities are presented in an enthusiastic manner but do not always provide a balance of curriculum. Staff record observations of children but assessments do not clearly identify children's progress along the stepping stones. Staff's knowledge of the early learning goals is limited, although children are being provided with learning opportunities through set activities. Staff promote children's behaviour by positive reinforcement. In response children's behaviour is very good. The setting has systems in place to support children identified as having special educational needs.

The leadership and management are generally good. The proprietors and manager show a constructive approach to reviewing their organisation and to developing improvement for any areas identified from this inspection. The staff work directly with the children and are good role models. Staff work well as a team and there is a commitment to providing a good quality service for all children. Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language.

The partnership with parents and carers is generally good, staff have developed positive relationships with them. They receive written and verbal communication linked to the educational provision and any planned events. Parents are included in children's learning.

### What is being done well?

- The partnership with parents and carers to ensure they are included in their children's learning
- Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language
- The programme for personal, social, emotional and physical development is very well promoted and children are making very good progress
- Staff promote children's behaviour by positive reinforcement, they are good role models for children. In response, children's behaviour is good.

**What needs to be improved?**

- the planning for children's curriculum to ensure that it is effective and balanced in all areas of learning
- some staff's knowledge of the early learning goals to ensure they are aware of the planning or the learning intentions associated to an activity
- children's assessment records to clearly identify progress along the stepping stones.

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

The progress made by the setting in response is generally good.

Staff make more use of practical opportunities to help children develop their understanding of addition and subtraction particularly at meal times.

They encourage children to use books for enjoyment and to share them with adults. The book shelf is accessible for children to make their own choices. There is a varied selection of story books provided which children show interest in.

The setting involves parents and carers to contribute to the assessment of their children's learning by encouraging them to read stories in the nursery, provide items for the interest table and be involved in particular events. A parents' evening has been introduced to share children's progress and a pre-assessment form for parents to complete has been introduced. However as children's assessment records do not show progress along the stepping stones they do not clearly identify progress to parents.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children interact co-operatively within groups, share and take turns. At times they show good levels of concentration and involvement in activities. Children's behaviour and consideration of others are very good. They are using opportunities to develop their independence, particularly at meal times. Children initiate interactions with others, have confidence to speak within groups and have formed good relationships with adults and other children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use books appropriately and enjoy stories. They are able to use language effectively for negotiating and expressing imaginative ideas within their play. Children can recognise their name and are starting to associate meaning to print. They have some opportunities for mark making and more able children can write their name. Staff use lots of questioning to encourage children's language and thinking. However, opportunities for children to write for a variety of purposes are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to 9 and above. Children are developing the ability to recognise and follow simple patterns. They are using mathematical language, for example more/less and are developing knowledge and understanding of space and measurement. However, there are too few opportunities for children to use mathematical ideas and methods to solve practical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing the ability to use information technology, including programmable toys and a computer which supports their learning in other areas. They have a sense of place within their local environment. They are not fully developing awareness of others' cultures and beliefs. Children make use of practical learning activities to explore and study living materials, developing knowledge of why things happen and patterns of change. They select materials and use construction techniques.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children access a variety of resources which help them to develop physically. They use a variety of tools with good control to make changes to materials, to shape and construct. Children engage in healthy practices, including good hygiene routines and healthy eating. They are able to move confidently around each other, showing good balance and spatial awareness. The opportunities for children to use large equipment and develop large body movements are practised frequently.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children express their imagination through role play activities and music. They recognise and explore sounds and match movements to music. Children communicate their ideas by using a widening range of materials and tools in activities that are adult directed. However, there are limited opportunities for children to express their thoughts and feelings freely through art and design. Children are able to explore colour, texture and shape through a variety of mediums.

**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

- Key issues
- develop assessment records to clearly show children's progress along the stepping stones and use observations to help identify and plan what children could do next. Link this to planning
- develop staff's awareness of the foundation stage and early learning goals to ensure the curriculum is effective and balanced. Ensure that learning intentions for focused activities are clearly identified for each area of learning.

*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.*