

Little Flyers

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Flyers Day Nursery opened in 2001. The setting operates from a re-designed and extended single storey building. The nursery is situated within the Epping Forest District in the village of Thornwood, Essex. All children have access to a secure outdoor play area. A maximum of 48 children may attend the nursery at anyone time. The nursery opens all year round with the exception of Bank Holidays. Opening times are from 7.30am to 6.30pm Monday to Friday. The provision also operates a breakfast and after school club.

There are currently 110 children aged from birth to 12 years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, part-time, full days or out of school care. The nursery serves the local community and wider areas and supports some children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register.

The nursery employs 21 staff, of whom over half the staff, including the managers hold appropriate early years qualifications. One staff member is currently extending their early years qualification. The setting receives support from the local authority, the Pre-school Learning Alliance and 4 Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress in all areas of their development as staff have a good understanding of the Early Years Foundation Stage and early child development. The nursery is an inclusive environment as there is strong emphasis on societal values as the provision strives to meet children's individual needs. Being healthy and staying safe are strong aspects of the nursery as staff are vigilant in their health and safety roles. Partnership work with parents and others is also a strong feature of the nursery as good relationships have been established.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review further planning and assessment arrangements to ensure children's developmental progress continues to be closely monitored
- review the organisation of daily routines and play experiences for the pre-school children to extend play and learning experiences.

The effectiveness of leadership and management of the early years provision

All required documentation is in place and is effectively maintained for the secure running of the nursery. Policies and procedures are comprehensive and they reflect staffs current working practices. Recruitment and vetting procedures are robust, ensuring that all individuals working at the setting are suitable to do so. Children are effectively safeguarded as staff have a good understanding of their role in protecting children. Safeguarding policies are comprehensive, detailing the role of the safeguarding officer and procedures to follow in the event of a safeguarding concern. Risk assessments for all the group rooms, the garden and for trips out, are in place and are wide-ranging. The fire evacuation procedures are displayed in each group room, further safeguarding children. Good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

The organisation of daily routines including transitions in the day, for example, meals and sleep times, this ensures good continuity of care and play and learning experiences. However, elements of the pre-school children's daily routines could be reviewed to extend their play and learning experiences further. There is a good selection of resources and equipment across the six areas of learning and they are effectively organised, promoting children's independence and choice. All staff have a clear understanding of their role and responsibilities as there are regular team meetings, senior meetings and appraisals ensuring good communication across the staff team. Some staff have additional responsibilities, such as Special Educational Needs Co-ordinator and Safeguarding Officer, and they are effective and experienced in their roles. The managers and staff work hard to maintain good standards of care and provide a positive play and learning environment. This includes addressing previous recommendations, developing staffs understanding of the Early Years Foundation Stage and implementing changes identified in the nursery self-evaluation, for example, developing the garden area.

Partnership work with both parents and other agencies is good. Staff work hard at developing good relationships with parents as they listen to their views and contributions and will support families in meeting children's needs. The admission procedures enables new children to settle into the nursery effectively and ensures a good range of information is exchanged before children start. Newsletters, notice boards, verbal communication and regular parents evenings ensure that ongoing communication is good and consistent. The nursery has established successful relationships with the local schools and other agencies delivering the Early Years Foundation Stage. Staff from the local children's centre visit the nursery to provide weekly 'Stay and Play' sessions, providing an additional service for families within the community.

The quality and standards of the early years provision and outcomes for children

Planning, observations and assessment arrangements have been successfully implemented within the nursery as staff have worked in developing the learning and development requirements of the Early Years Foundation Stage. Staff undertake regular observations of the children and this information informs future activity plans and children's individual profiles. This ensures that activity plans are closely tailored towards children's individual needs and interests. However, further review and consolidation is required to develop cyclical planning and show clear developmental progression within children's individual profiles. Overall, children are making good progress towards the early learning goals given their capabilities and starting points.

There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned activities including World Book Week and the World Cup.

Children are happy and settled in the nursery as they are provided with a good balance of child-spontaneous play and adult-initiated activities which successfully capture children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment and they enjoy participating in new play experiences. Staff develop affectionate relationships with the children as they take time to get to know them all and they are purposeful and attentive in their interactions with them. Consequently, staff have a very good understanding of children's individual needs and personalities. Staff who care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, for example, nappy changing and sleeping arrangements. Babies receive a good range of play and learning experiences and they particularly enjoy creative activities such as jelly and water play.

All children are making good progress in their language and communication skills as the staff successfully create a language rich environment that encourages children's self-expression, finer manipulative skills and also letter and number recognition. For example, children's name labels and registration time for the pre-school children. Regular nursery rhyme sessions with songs such as, 'Twinkle Little Star' further extend children's language skills. The good selection of story and information books offers both instruction and delight for all children. Children across the age range are developing an early appreciation of books. They particularly enjoy listening to 'Molly and The Night Monster' children and they are attentive and predict the storyline. Older children attending the after-school and holiday provision enjoy their time at the setting as they are able to self-select activities. During the school holidays children help with the planning of activities and use their own ideas include 'Britain's Got Talent' and 'The X-Factor' shows. Children are able to bring in items from home and they have trips out to the local shops, ice skating rink and the Wildlife Paradise Park.

Children's behaviour is good as staff successfully create an environment that

values positive behaviour. They form close friendships with their peers and they are co-operative with their friends as they share and take turns in their play. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and older children and staff are positive role models. Children enjoy exploring a range of creative activities both indoors and outside in the garden and they work hard at completing self-chosen tasks. The garden area offers an enjoyable play space for children; they confidently ride tricycles, climb the climbing frame and participate in ball games. Children also have opportunities to explore and learn about the natural world as they go on nature walks and also grow fruit and vegetables.

Children's health and safety is promoted well by the staff as they ensure that they know about their own personal hygiene and how to be safe within the environment. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. They are reminded to wash their hands and wipe their noses when needed. Nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Children who are unwell or require medication are effectively supported by the staff as they have a good understanding of procedures to follow. Meals and snacks are healthy and nutritious as the cook prepares the food on site, ensuring food is low in salt and sugar content and that it is locally sourced and seasonal. Children have access to fresh drinking water to ensure that they remain hydrated at all times. Good systems are in place to support children with dietary needs; this includes obtaining all the information and writing detailed care plans. Overall, their health and well-being is effectively promoted.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met