

Little Troopers Day Nursery

Inspection report for early years provision

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Inspection date	15/11/2010
Inspector	Tom Radcliffe
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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.

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Description of the setting

Little Troopers Day Nursery is owned by a private provider and registered in 2006. The nursery operates over two floors in a semi-detached house in the centre of Oxford and the intake of children is from the local area. There is an enclosed rear garden for outdoor play.

The nursery opens on weekdays all year around from 8.30am to 5.30pm. A maximum of 25 children in the early years age group may attend the nursery at any one time. There are currently 31 children in the early years age group on roll. The nursery supports a number of children who learn English as an additional language.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early years education to children aged three and four years.

The nursery employs seven members of staff; of these, five have suitable childcare qualifications. Two members of staff are currently working towards higher qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child-friendly nursery works with a good understanding of the individual needs of each child, which ensures that all learning and welfare needs are given good attention overall. Children thrive as they play and access interesting and enjoyable activities with opportunities to be independent and make choices. The nursery has developed effective partnerships with parents and others, which have a positive impact on children's progress. The provider has effective processes of self-evaluation in place which enables the nursery's strengths and weaknesses to be accurately understood. This ensures that the nursery has a good capacity to improve and further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the use of efficient and well thought out assessment arrangements to support children's progress.

The effectiveness of leadership and management of the early years provision

The nursery ensures that it is managed safely and efficiently; it makes concise and well-written policies and procedures available to all parents and users. Children are well safeguarded as caring staff work with a good understanding of effective procedures and implement them consistently. Staff benefit from appropriate training and enjoy working with children. They are all vetted for suitability and show a good understanding of a range of effective working practices. Children's independence is promoted at all times as staff expect children to make choices in an environment where hazards are reduced because thorough risk assessments are implemented. This allows even the youngest children to take risks, make decisions and grow in confidence. Children's good health and well-being is promoted well by staff; for example, in cases of illness or minor injuries.

The provider fully understands the need to undertake regular and searching self-evaluation. This enables the nursery to set targets to build on what it already does well and to tackle areas of weakness. The manager is very active in establishing an agenda for improvement and ensures that all staff share the vision and focus on improving outcomes for children. Staff, parents, children and the local authority all input into the nursery's self-evaluation. There have been improvements made since the last inspection. The nursery values good partnerships with parents and its size enables these to underpin its work with children very well. In addition, the setting understands the importance of wider partnerships to support the ongoing learning and development needs of children.

Children play in a very well-organised, attractive and interesting environment. Staff manage the irregular nature of the building very well and children respond to its character and uniqueness. Children access a good range of resources which promote their all round development effectively. Staff facilitate child-led play well as they interact with children, make suggestions and enhance their learning and understanding. This is a strength of the nursery as children of all ages are able to direct their own play. The nursery promotes inclusive practice at all times because children are treated as individuals each with the capacity to build on what they can already do. Staff enable all children to understand about their diverse world as they use appropriate resources and think about all children in the setting. Children who learn English as an additional language are very well supported in the nursery and are able to make progress.

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

Children make progress as they take part in child-led activities and learn through play and first hand experience. The nursery has very effective processes in place to understand children's starting points and staff use careful observations to gain an understanding of the progress that children make. The effective use of key persons ensures that children's learning needs are very well understood and their interests

always form the basis of future learning intentions. The nursery has well developed systems in place to record children's progress, collate important information and understand children's achievements. This ensures that children face interesting and challenging play experiences. Parents value the information that they have about their children's progress. The nursery's use of assessment information helps all children to make progress and learn. It is however extremely time consuming system and requires development in order to enhance its more efficient usage.

A key aspect of the nursery's work with children is how they are nurtured and supported as they play. Staff support the choices made by children and intervene to develop their understanding, offer suggestions and promote conversations. Children decide to look at books, select role play equipment and explore musical instruments. Children respond well to adults and readily include them in their play experiences. Staff very skilfully exploit these opportunities to help children learn, for example, as children use role play equipment staff encourage them to think about their bodies, the food they eat and show them appropriate books with additional information. Children of all ages make choices as they take part in messy play, mark making and use technology equipment. They encounter mathematical ideas through practical experiences and become highly communicative as they answer questions and talk about themselves and what they are doing. Children also relate well to each other and become involved in their play and learning. When children use a laptop computer, an image from France appeared which they didn't recognise, however, another child was able to explain to them what it was. Children enjoy using the outdoor play areas which is well resourced and arranged as an outdoor classroom. The setting has a very good understanding of the Early Years Foundation Stage and of how young children learn.

Children's welfare is promoted very well by the setting. All children are safeguarded and have an understanding of their own safety and that of others. Children behave very well and enjoy the social experience of being with other children. They are able to manage their own behaviour and organise themselves. Children understand the varying needs of others as children of all ages play together and some learn English as an additional language. In addition, children are able to concentrate, use skills that they already have and they understand that different activities require different responses, for example, when having a snack or when playing outside.

Outcomes for children are promoted well by the nursery. Children are very happy as they use their imaginations, make choices and talk to adults. They are highly motivated to explore and think about what they want to do. Children feel very safe and are able to behave in a way that maximises their own safety. They also enjoy very trusting, close relationships with adults and have many opportunities to learn about healthy lifestyles and choices. Children respond well to expectations that adults have of them. Most children generally acquire skills and abilities which are appropriate to their age and their progress ensures that children are prepared well for future learning needs.

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

The quality of the provision in the Early Years Foundation Stage	2
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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