

Little Willows Day Nursery

Inspection report for early years provision

Unique reference number

EY413022

Inspection date

26/11/2010

Inspector

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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 Willows Day Nursery is privately owned. It was registered in 2010 and operates from a purpose built building near the centre of Bath. Children have access to secure enclosed outdoor play areas. The setting is open each weekday from 7.30 am to 6.30 pm for 51 weeks of the year.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 66 children under eight years may attend the setting at any one time, of these 66 may be within the early years age group and of these 32 may be under two years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 13 members of staff of whom 12 work directly with children; of these nine members of staff hold a Level 3 qualification in the early years and one member of staff is working towards a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settle very easily and enjoy their time at the nursery. They make good progress in their learning and development overall because they have a mostly good range of resources, activities and play opportunities that match their individual learning needs. A committed and attentive staff team work with the children. They know the children well so are able to plan well to follow children's interests. Children enjoy a safe environment in which to play and their welfare is successfully promoted. There is a clear commitment to the continuous improvement of the provision and this leads to improved outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- clarify the procedure to be followed in the event of a parent failing to collect a child at the appointed time and share this information with parents. (Safeguarding and promoting children's welfare) 10/12/2010

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

- extend children's access to a full range of resources for play for example, in Seedlings' room and Buds' room
- review the planning and use of the garden area to enable children further opportunities to freely explore, use their senses and be physically active

- across all areas of learning
- develop the use of observation and assessment; and use this information more effectively to record and to plan for children's next steps in development.

The effectiveness of leadership and management of the early years provision

The staff have a clear awareness of safeguarding issues and there are clear policies and procedures in place for staff to follow should they have a concern. All staff working with children have been suitably checked. The provider carries out risk assessments of the premises and potential hazards to children are successfully minimized. For example, records show that a visual safety check is carried out each day in every room to ensure children's safety is maintained. Comprehensive policies and procedures ensure the smooth and safe running of the nursery. However, the provider is unable to show that the procedure to be followed in the event of a parent failing to collect a child at the appointed time, is in place and that this procedure is shared with parents. This is a breach of a specific requirement.

A particular strength of the setting is the good partnership established with parents and carers. Parents and carers report very positively indeed about all aspects of the nursery, for example, the open, clean and light appearance of the nursery. They particularly comment on the warmth of the staff towards both adults and children. A parent states that they like the high levels of discussion about their child's day to day needs and say that the service provided is flexible and accommodating. Parents feel that the staff know children well and so children have their individual needs closely met. Information about children's all round progress is systematically shared through visual diaries and summary reports. Parents comment that they feel involved with the nursery and with their children's learning through such things as the photographic displays around the nursery and also through attendance at the fund raising evenings and children's 'dressing up days'. The nursery is effective in ensuring that nearly all children are well integrated. In particular the setting establishes good partnerships with other professionals and agencies who also provide care to the children that attend the nursery to ensure that each child gets the support that he or she needs. The provider is improving outcomes for children and has good strategies in place to close identified achievement gaps.

Overall the resources are at least satisfactory and many are good. The available resources are sound, fit for purpose and able to support children's all round development. They are used well to achieve the planned goals in learning and development. The environment is safe, conducive to learning and well cared for. However, sometimes the quality of experiences for younger children is a little limited by the lack of choice. For example, in regard to push along equipment for those learning to walk in the seedlings room. In general the planning and use of resources in the outside areas for all ages of children does not so clearly reflect the high quality of planning that takes place within each room.

Leaders and managers have created an ethos where the whole nursery has an on-going commitment to continued development and self-evaluation. Plans for the future are well targeted to bring about further improvement; such as those shown in the reflective diaries in each room. The nursery intends to further develop the use of the outside area to improve the experiences for all children and is in the process of consulting the staff and parents. The provider is taking steps to ensure resources and the environment are sustainable.

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

Most children, including those with learning difficulties and/or disabilities make good progress towards the early learning goals in most areas of their learning. Children strongly benefit from the warm interactions with the supportive staff team. As a result, children are relaxed and they confidently seek out adults. The staff team have a secure knowledge of the Early Years Foundation Stage and of child development. The overall system for the observation, assessment and planning for children's progress is secure throughout the nursery and based on children's interests. Planning information is displayed and children's interests recorded. Well presented individual visual learning diaries and developmental summaries record children's individual progress well. Small weaknesses in the overall process of recording mean some information is not always used effectively and the continuous provision of resources is not always mapped well. This makes the consistency of planning for both for indoor and outdoor play, more difficult. Children thoroughly enjoy the free flow activities and staff support children's learning well, for example, by responding quickly to provide additional resources that further promote their learning and extend their exploration. As a result children play well independently and become active and inquisitive learners. They develop the skills they will need for future learning. Some specific activities are adult-led. These are aimed at specific skill development such as to support children with scissor skills through a card cutting activity.

Children respond very well to adults and show respect for each other. All children demonstrate a strong sense of belonging and security within the setting. Children's behaviour is skilfully managed. For example, a child is sensitively reminded of the 'golden rules' that are displayed at children's height on the door. The child responds by sharing a piece of play dough with another child who in turn gives the child a 'squiggly sausage' to share. As a result both children learn that it is good to share. Babies and young children show by their facial expressions that they are happy and secure. They are nurtured by attentive staff who give plenty of cuddles and physical contact. For example, a baby gradually wakes and smiles at the member of staff who has sat along side and gently rubbed the child's back until they become aware of their surroundings.

The nursery is well-organised, free from hazards and the routines help children to be safe and secure. Children have their physical needs met well and are effectively supported. For example babies and young children are kept happy and content during nappy changing procedures. Older children develop their independence skills during a cafe style snack time where they pour their own drinks and make choices about what they eat. Children in Squirrels room follow a similar style appropriate to their stage of development. Parents comment positively about the snacks and meals and that these are made from organic food items and reflect healthy options. Babies show confidence in exploring their surroundings and set themselves physical challenges such as to stretch for items in the discovery basket and to climb. Staff are alongside to support their safe play. Older children adopt good personal hygiene skills as they are sensitively supported to do so by staff who are alert to children's needs. Children have good opportunities to be active, for example, they use sit-on equipment with increasing skill and move freely between the outside and inside areas.

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	3
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