

Little Learners Child Care Centre

Inspection report for early years provision

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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 Learners Child Care Centre opened in 2010 and operates from three main care rooms. There is also a kitchen and office. It is located in a secondary school, New Line Learning Academy, in Maidstone, Kent. All children share access to a secure enclosed outdoor play area. The child care facilities are on the ground floor and so there is easy wheelchair access. The centre is open each weekday from 7.30am to 6pm, term time only, for 40 weeks in the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the nursery at any one time. There are currently 11 children on roll aged in the early years age range.

The centre employs six staff, including the manager. Five of whom hold an appropriate early years qualification to at least NVQ at Level 3 and one member of staff working towards a Level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff have a secure knowledge of the Early Years Foundation Stage and generally implement it effectively. Staff have detailed information about each child to enable them to meet children's individual needs. Children play in a safe and secure environment, which overall is conducive to learning. The setting works well in partnership with parents and others. Although the setting is newly established, rigorous systems are already in place to monitor and evaluate the effectiveness in meeting children's individual needs. This ensures continuous improvement to promote good 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 the planning system to use children's next steps to inform the short term planning, to give all six areas of learning equal consideration
- increase resources to reflect diversity within the setting and extend children's recognition of numbers, letters and sounds.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given high priority within the setting. The manager is the designated person with responsibility for child protection and ensures all staff have a secure understanding of the procedures to follow to implement the policy effectively. Children play in a safe, secure environment because staff carry out regular risk assessments and ensure measures are in place to minimize any hazards. All staff have the relevant checks to ensure their suitability, which is supported by yearly appraisals. Relevant documentation is in place for the safe and efficient management of the early years provision, including a complaints procedure and policy.

Staff actively promote equality and diversity within the nursery and the nursery environment generally supports this although there are limited wall displays and poster to reflect diversity. They obtain comprehensive information from parents regarding children's individual needs, including children's language spoken at home and their culture. They fully support any cultural celebrations and have systems in place to support children with English as an additional language. Opportunities to promote different languages is encouraged with pre-school children being taught Mandarin for one session a week. The weekly menu provided for the nursery, offers children the opportunity to taste food from around the world and experience unusual dishes. For example, children have tasted curries and crocodile. The weekly menu is also supported by activities to support the particular country or celebration such as the Chinese New Year.

Children are able to access a variety of resources which are in excellent condition and suitable for the ages of the children attending. Children are able to self-select resources from an environment which is conducive to learning. All the equipment and furniture is child-sized promoting children's independence and promoting the six areas of learning. Staff monitor the effectiveness of the provision and make changes when applicable. Children are beginning to make good progress in relation to their starting points due to the welcoming environment.

Partnerships with parents are becoming well established helping to promote the links between home and the nursery. Parents are welcomed into the nursery and are fully involved with all aspects of their children's learning. For example, parents complete a small booklet with relevant information about their child, including their likes, dislikes and interests before they start at the nursery. This record includes photographs and personal information to enable the key person to meet the child's individual needs. This record supports the home visits which are carried out to help with the settling in process and offers parents the opportunity to voice any concerns or worries they may have. Once children start at the nursery parents are encouraged to contribute to their child's learning on a regular basis throughout the year, through contact books, assessment arrangements and open days. Parents receive a comprehensive prospectus keeping them fully informed about the nursery, including relevant policies and procedures and requested to give consent for aspects of care, such as observations. Feedback forms are issued to parents and their views or suggestions implemented and addressed where applicable. The

manager has a good understanding of the importance of sharing information with outside professionals who may provide care for children attending the nursery and is implementing systems to ensure this happens for all partners involved with children. She has already established partnerships with some professionals working with the children and has regular communication with them. For example, speech and language therapists and the area Special Educational Needs Coordinator are in regular contact to provide support and advice.

The setting has only been established for approximately four months but has implemented an effective monitoring and evaluation process, enabling changes to be made to promote continuous improvement. This is supported by the completion of the self-evaluation form, with contributions being made from all the staff to identify areas to make improvements or further develop. This results in good outcomes for children of all ages.

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

Children settle well into the nursery because of the secure systems in place to help them adjust to nursery life and the welcoming environment. Children are confident individuals who are able to make choices of resources from around the room, often having favourites, such as the cars and the baby dolls. Staff ensure these are readily available but also extend children's learning by adding further resources or joining in with the children's play. Staff carry out regular observations of children's development and record these against the area of learning in children's 'learning stories' with photographs to support some observations. At the end of the term, they summarize children's learning under all six areas and share this information with the parents to enable them to add their comments. Next steps in children's learning are identified, but several processes of recording these in different formats for short term planning, sometimes results in some areas of learning, not being given equal consideration or fully extended.

Babies enjoy practising their mobility in a safe environment, pulling themselves to standing using the available furniture or pushing baby walkers or prams around. They are given access to a full range of resources, including messy play such as jelly, paint and exploring treasures baskets, developing their knowledge of the world around them through their senses.

Children enjoy observing the weather and plotting this on the chart with the symbols. They sequence the days of the week and begin to recognise numbers as they learn the date. Children have access to various materials to construct and build and have daily use of the computer with the keyboard to support their recognition of letters whilst choosing their favourite programmes to play on . The regular use of resources to promote communication technology and the promotion of numeracy and literacy help children develop skills for their future. Children have daily access to sand and water and mark making materials such as the white boards, chalks and pencils.

Children access the role play area, developing their imagination as they act out familiar roles such as visiting the shop or being the 'mummy or daddy' with the dolls. They are given access to a range of different art and craft materials to develop their creativity, with children's creations being displayed on boards around the room. The book area is welcoming with comfortable cushions of different shapes and sizes. Children freely choose to look at books on their own or ask an adult to read to them, developing their language and literacy skills. They complete jigsaws with letters and pictures, beginning to link the sounds and letters with the aid of the picture. A few labels have been put around the room, but not always in child-friendly print to encourage children to recognise familiar words or letters and to understand print carries meaning.

Children show a developing understanding of number as they eagerly tell their age to the staff and then count their fingers to represent the correct number. Children are becoming familiar with simple number concepts and have access to a satisfactory range of resources to support their numeracy skills, for example comparing the different sized bears or using jigsaws or games. However, there are very few posters or number lines displayed around the nursery to promote number recognition. They look at shapes in their environment and are beginning to name some of them, such as a circle. Physical play is encouraged on a daily basis, whether through a walk to the local school farm, or to play in the purpose built play area. This ensures they benefit from fresh air whilst developing their physical skills.

Children are supported in learning about healthy lifestyles as they are given a variety of healthy options for snacks, such as dried fruit and bread sticks. Children are encouraged to pour their own drinks throughout the morning to ensure they remain hydrated. However, squash is made available all day, thus not fully promoting healthy options. Daily opportunities for exercise and fresh air support children's understanding about the importance of exercise to remain healthy.

Children are secure within the nursery and develop a sense of belonging as they develop relationships with their key person. They see their photographs on their coat pegs and their pictures displayed in the rooms. They are supported in their understanding of the rules of the setting with gentle reminders, for example, about the importance of not running indoors. Babies show good attachment to their key workers because of the positive interaction they receive and the well organised routines, reflecting a feeling of security. All children are valued within the setting and their individual needs met. Children have good opportunities to learn about the world in which they live through activities and themes.

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	3
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