

Little Friends

Inspection report for early years provision

Unique reference number	EY320857
Inspection date	19/01/2011
Inspector	Alison Putnar

Setting address	Little Friends Nursery, Adbolton Lane, West Bridgford, Nottingham, Nottinghamshire, NG2 5AS
Telephone number	01159818040
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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 Friends Day Nursery is privately owned. It opened in 2006 and operates from 3 rooms in a converted bungalow. It is situated in the West Bridgford area of Nottinghamshire. A maximum of 30 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 45 children from 7 months to under 5 years on roll. Of these, 19 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Nottinghamshire. The nursery employs 8 staff. Of these, 7 hold an appropriate early years qualification with 2 being qualified to degree level, the remaining staff member is also working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic staff team create a homely and stimulating environment for children. The nursery are committed to ensuring every child feels safe and secure, providing a firm basis for children to make good progress in their learning and development through play-based activities. Strong relationships with parents and other relevant professionals are established to ensure staff acquire detailed knowledge of each child, enabling them to cater for individual needs. Leaders and managers are exceptionally successful in inspiring the staff team to review their own practice and identify appropriate areas for development to continually improve the setting for the benefit of the children.

What steps need to be taken to improve provision further?

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

- review the routines of the day at times to create a greater balance of child-initiated play, enabling children to spend longer periods of time independently exploring and engaging in the practical play opportunities
- develop children's confidence in freely selecting from the wider range of toys available, including those stored elsewhere in the nursery, to further promote their enjoyment and interest.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is clearly a priority in the setting. A range of policies and procedures are implemented well to ensure the smooth day-to-day running of

the setting and to maintain a safe and hygienic provision. Staff fully understand their responsibilities to safeguard children and understand procedures to work with relevant agencies to protect children from harm or neglect should the need arise. Children are supervised consistently and risk assessments are completed as a tool to reduce the risk of accidents. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children, hold appropriate qualifications and have a genuine interest in working with children. Staff's positive commitment to valuing and respecting the children's and family's individuality ensures all needs are accommodated.

The setting effectively provides an enabling environment which supports children's learning and development. Indoor spaces are well organised to enable children to feel comfortable and secure whilst they explore a good range of age appropriate, interesting play materials and activities. On the whole the daily routines provide a suitable balance of adult-lead and child-initiated activities. The premises are clean and brightly decorated and a welcoming atmosphere is clearly evident. Highly positive relationships with parents emerge from the secure communication methods. Parents and children are encouraged to be involved in decision-making for the setting through questionnaires. All parents spoken to during the inspection report that staff are friendly, approachable and supportive. They consider their children to be happy, settled and safe and having fun in the setting. Parents received relevant information about the setting through a prospectus and newsletters. Regular face to face discussions, daily diary sheets and communication books ensure that parents are well informed about their children's progress.

Partnerships with other professionals are effective in ensuring that children's individual needs are met. Those with special educational needs or disabilities are well supported and making good progress in relation to their starting points. The setting have established links with local schools to aid children's transition and are developing links with other professionals caring for children in the early years age range to ensure all work together to provide continuity in children's learning and development. The management establish effective and accurate methods of reviewing and reflecting on practice, they engage staff in making changes that bring about highly positive improvements for children's welfare and learning. For example, development of the outdoor area ensures it now promotes a vast array of learning opportunities having a positive impact on children's health and all six areas of learning and development within the Early Years Foundation Stage. Frequent opportunities for staff development and training ensure that all keep up-to-date with changes and are continually improving their skills for the benefit of the children. This positive attitude to improving and expanding the provision ensures that recommendations raised at the last inspection have been fully addressed.

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

Good relationships are evident between the staff and children. The key worker system enables children to build a close bond with individual staff, helping them to

settle and feel confident. Babies show they feel safe as they confidently move to explore boxes of musical instruments, investigate sand activities or crawl onto the knee of familiar staff to share a story. All children are warmly welcomed. Effective deployment of staff and the consistent staff team ensures children are always cared for by staff who know them well. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. They are making good progress in their development. Staff observe individuals during play and record their achievements, they use this information to highlight next steps for children to work towards. A good variety of activities are then planned to take account of children's interests and their individual learning needs. Children enjoy the range of activities provided by staff and some have the confidence to access other toys stored around the room to extend their play. Behaviour is good as children are consistently and appropriately supported. Good ratios of staff to children ensure each child receives high levels of attention. Children show an understanding of the expectations for behaviour in the setting, two young ones sit at the table for their meal commenting 'we are sitting down, we are good boys'. Staff use positive methods to praise and encourage good behaviour, using stickers or putting an apple on the 'Achievement Tree'. Group activities help children to learn to share, take turns and respect the needs of their peers, promoting important social skills for the future. Children and adults take time to listen to each other and use methods of verbal communication, sign language and visual symbols to ensure all are included.

Good hygiene practices across the provision helps to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as covering their mouths when coughing. They wash their hands before meals and understand this is to 'get rid of germs'. Meals are freshly cooked onsite; they are well balanced and encourage children to enjoy a wide variety of nutritious foods. Close attention is paid to catering for individual dietary requirements and staff work effectively with parents to keep up-to-date with ongoing needs. The outdoor space is used by all children during all weathers enabling them to benefit from the fresh air and exercise. Staff recognise that some children learn better outdoors and as such incorporate a good range of learning opportunities outside. As well as practising their large physical skills, children develop hand control needed for future writing as they use paint brushes and chinks to make marks on the decking or fence. They develop their knowledge and understanding of the world as they help care for 'Poppy' the nursery rabbit, feed the birds, or plant, harvest and taste a range of vegetables. They use their imagination as they dress up and climb on the pirate ship or visit the role play garden centre.

Staff generally make good use of routine activities such as snack time to incorporate wider learning areas. For example, children in the toddler room develop a sense of responsibility as they take turns at being the 'handy helper', setting the table for meals, or pouring the drinks for their friends. Children practise and consolidate their mathematical knowledge as they help to count the cups needed for those in the group. They develop language skills as they talk about the fresh fruits they eat and remember their manners, independently saying 'please' and 'thank you' to each other and staff. Occasionally in the pre-school routines are less well considered, for example, large group activities sometimes come before and after meal-times resulting in children sitting for longer periods of time, as a

result some younger children begin to lose interest. Children benefit from the wider learning opportunities during free-play time. They develop their creativity as they explore colours at the paint easel or create pictures and models using collage techniques. They build models with construction sets and begin to develop an understanding of technology through using computerised toys. Staff sensitively remind children of safe practices, such as handling toys correctly to prevent injuries to others. Some children demonstrate their understanding of the need to operate safely in the setting, manoeuvring the scooters and bikes carefully to prevent collisions outdoors.

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	1
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	1

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