

Little Bo Peep Nursery

Inspection report for early years provision

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21/02/2011

Inspector

ISP Inspection

Setting address

Little Bo Peep Nursery, 33 Pepper Street, Inkberrow,
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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 Bo Peep nursery is one of two settings run and owned by the same provider. It originally registered in 2001 and re-registered in 2008 as a limited company. The nursery is a unit specifically for children under the age of three and operates from three rooms within a converted house in the village of Inkberrow, Worcestershire. Older children attend funded sessions at a sister group located near by. The nursery serves the local community and surrounding areas and has strong links with the local school. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend at any one time. There are currently 37 children aged from three months to under four years on roll, some in part-time places.

There are 10 members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2 or 3. Two members of staff are qualified to degree level and two are currently working towards Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This good setting is a nursery unit specifically for children aged under three. Babies and young children develop a real sense of belonging, are valued as individuals and are encouraged to learn at their own pace. They make good progress and respond enthusiastically to the quality learning experiences offered. Children's welfare is promoted with success and staff work collaboratively with parents and others to ensure that children's experiences are both positive and rewarding. Those in charge evaluate what they do and set clear targets for improvements, although there is scope to do more to ensure that self-evaluation is used to best effect.

What steps need to be taken to improve provision further?

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

- review and extend the system for self-evaluation so that there is a regular cycle of plan, action and review
- extend the ways in which staff share information with parents about their child's progress so that parents clearly understand the planned next steps and can become further involved in contributing to the on-going observation and assessment process.

The effectiveness of leadership and management of the early years provision

Effective safeguarding processes are used well to ensure staff have appropriate training, understand their roles and responsibilities and are confident in carrying these out. Systems for vetting staff are effective and reflect up-to-date guidance. Staff work closely with parents to protect children and gain relevant information about such things as access, collection and living arrangements. Monitoring, risk assessments and safety checks are used well to identify possible safety issues and good records, policies and procedures ensure that children are well protected and supported.

Those in charge of the nursery have clear views about what they want to achieve and there is a common sense of purpose between staff and management. Staff are becoming increasingly evaluative about what they do and they use the views of parents and outside professionals to help them make improvements. Many new ways of working have recently been put into place as a result of this work, including developing the nursery premises to specifically meet the needs of babies and young children. However, the methods for monitoring and reviewing the effect of new changes are still developing and lack rigour. Staff are well qualified and trained. They set good examples and ensure children are given time to practice, refine and extend their skills. They know when to intervene and when to step back to allow young children to learn things for themselves and are particularly skilled at providing safe support when babies are sleeping and learning to walk. Good working relationships with outside agencies ensure the nursery is able to play its part in gaining outside support for children when necessary. There are close links with other settings and clear transition arrangements, so that moves from one setting to another are eased.

Staff work hard to provide an inclusive environment where children and their parents are made to feel welcome. They gather detailed information about children from their families and close contact during the settling-in period contributes to building trust and sensitivity to young children's individual needs. Detailed written information, daily chats and the use of notice boards ensure parents are kept well informed. For example, regular 'Parents Forum' meetings provide important information about current early childhood initiatives such as healthy eating. Parents talk to staff about the progress their children are making and can see their progress records at any time. However, opportunities for parents to support their child's progress at home and to actively contribute to their child's progress records are not yet fully developed.

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

Babies and young children make good progress. They develop good self esteem and the confidence needed for their future learning. There is a strong focus on promoting their language, communication and social skills and good individual

support helps young children to move towards growing independence. Key persons work closely with parents to make sure that children are safe, making friends and enjoying their learning. Imaginative and challenging learning opportunities are planned and staff frequently observe and assess children so they know what they enjoy doing and the progress they are making.

Babies and toddlers benefit from the cuddles and comfort they receive and show they are developing confidence in exploring the world around them. For example, they learn new things as they discover interesting objects such as shredded paper, foam and jelly. Low level mirrors and photographs of themselves and their friends help the youngest children to develop a positive sense of their own identity and to learn about others. Children's language and listening skills are promoted well. Rhymes and songs encourage counting and a love of words and puppets are used creatively to extend young children's memory, attention span and listening skills. Children enjoy making marks in different textures such as foam and paint, and they snuggle close to look at picture books. Push button and interactive toys help children become familiar with simple technology and 'treasure baskets' provide interesting objects for young children to investigate. Children love being creative and enjoy dressing up, banging drums and making up their own games.

Children's safety is carefully considered. They are taught to be safety conscious without being fearful so that they know how to come down the stairs and how to use the slide safely. They show they know who to turn to for support and comfort and key phrases such as 'gently' and 'be careful' helps even the youngest children to learn to keep themselves safe. Daily outside play and nutritious meals and snacks help develop an understanding of healthy living and strong physical skills are learnt in the nursery garden. For example, 'Wellie Wednesdays' provide regular opportunities for toddlers to dig, plant and hunt for insects, while babies enjoy their own covered outside area.

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