

The Leighs Nursery Group at Great Leighs Village Hall

Inspection report for early years provision

Unique reference number	402153
Inspection date	23/03/2011
Inspector	Mrs Jenny Howells
Setting address	Great Leighs Village Hall, Boreham Road, Great Leighs, Chelmsford, Essex, CM3 1PP
Telephone number	07751 024351
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Leighs Nursery is one of two private nurseries that make up the The Leighs Nursery Group. It opened in 1992 and operates from the main hall in the village hall in Great Leighs, between Braintree and Chelmsford. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday during term time only. Opening times are from 08.50am to 11.50am and from 12.00pm to 15.00pm. Children also have the option to stay all day, attending from 08.50am until 15.00pm.

The nursery is registered on the Early Years Register and the Compulsory Childcare Register. There are currently 78 children aged from two to five years on roll. Children come from the local and wider catchment area. The nursery currently supports a small number of children with learning difficulties and/or disabilities.

The nursery employs eight staff of whom seven, including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is extremely effective in meeting the needs of all children in the Early Years Foundation Stage. Highly skilled and enthusiastic staff support children in making very good progress towards the early learning goals. Excellent procedures are in place to self-evaluate, in order to achieve high standards of care and education and to maintain continuous improvement. Relationships with parents are very carefully supported in order to ensure that parents are well informed about their child's progress and development on a regular basis.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- Continue to use the system of self-evaluation as the basis of on-going internal review to support continuous quality improvement.

The effectiveness of leadership and management of the early years provision

Highly effective procedures are in place in order to safeguard children. These range from detailed risk assessments of all areas used by children, to an in-depth understanding of child protection issues by all staff. Children's well-being is significantly enhanced through effective organisational systems which ensure that

all the required documents are in place. These include detailed risk assessments and thorough procedures for vetting new staff. Staff are highly attentive to the needs of all children and work closely with parents to ensure they are vigilant in meeting children's welfare needs. For example, by ensuring that foods children are allergic to are not present anywhere on the premises.

An excellent system of self-evaluation supports staff in identifying the nursery's strengths and its areas for development. All staff are involved in this process and the views of parents are actively sought in order to form an accurate picture of the nursery's performance. As a result of this the nursery has achieved improvement in the areas identified at their last inspection and continues to make progress in the areas they themselves have identified.

Effective deployment of excellent staff ensures that all children have their individual needs met and are supported in making very good progress towards the early learning goals. Staff are well trained and are supported in achieving higher levels of qualification, in order to enhance the skills they bring to the nursery. Adults are highly effective in ensuring that all children are fully integrated into the nursery. This is based on a very good understanding of each child's background and needs, allowing them to ensure all children make very good progress in relation to their starting points.

Excellent use is made of the space and resources available. The organisation of the environment is conducive to learning in all subjects. It suits the different learning styles of different children, who are able to access a wide range of activities independently and thrive as a result.

Effective working relationships are developed with parents and carers. This helps to ensure that parents receive good quality information about the progress their child is making. Excellent links are also established with other professionals. This allows staff to use expert advice in order to support individual children. It also allows staff to exchange ideas and information with other settings, when children also attend other childcare providers. As a result of this children's learning and welfare needs can be consistently met.

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

A highly stimulating and welcoming environment reflects the needs of all the children attending. Staff support learning and development in a range of effective ways. Interactions with children are of an extremely high standard as staff are confident, supportive and enthusiastic. This allows them to talk purposefully with children to enhance both their learning and enjoyment. On-going, sensitive observations and assessments of what children can do allow staff to plan activities which are closely tailored to the needs and interests of individual children. Staff ensure that children are able to make progress in all areas of learning, through the activities which are provided on a daily basis. They also enhance learning through specific activities, such as cooking, walks around the local area, opportunities to

see and touch small animals and visits from a dance instructor.

Children enjoy learning through a wide range of engaging and stimulating activities. This allows them to make very good progress in relation to their starting points. The structure of the learning environment allows children to take the lead and effectively supports them in becoming active, creative and independent learners. Children are able to sustain their interest for an extended period of time and are happy both to play alone and with others, depending on their preference.

Children make very good progress in developing skills for the future. Meaningful opportunities are provided for them to communicate with purpose and to act out real-life situations. For example, children use mathematical language in context as they work in the role-play shoe shop. All children have free access to a computer, where they develop confidence in using a mouse and improve their listening and observation skills through a range of simple educational programs. Children show great curiosity and are supported in developing problem-solving and team-work skills. For example, as they work together to build a den or find ways to join pieces of play dough with sticks and straws, finding out which works best.

Children behave extremely well. They show a very good awareness of others and their needs, demonstrated as they help others and wait for their turn without intervention from staff. Children show a strong sense of security at the setting and with staff. They enjoy a cuddle if they are feeling upset and are happy to approach staff for help or a chat about something important to them. Children use a range of small and large equipment safely and talk competently about the reasons for safety rules, such as not running indoors or not walking around with scissors.

Children show an excellent understanding of the importance of following simple personal hygiene routines. They talk about washing away germs so that they do not get ill. Children enjoy a wide variety of healthy snacks and have free access to fresh drinking water at all times. They talk with staff about the nutrients that various foods provide, demonstrating a good, developing understanding of healthy eating. Children engage in a wide range of physical activities, both indoors, outdoors and in the wider environment, allowing them to develop a very good understanding of the benefits of exercise. They enjoy talking about how carrying heavy objects helps them to build strong muscles and how running around has made them out of breath.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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