

# Little Waves Daycare

Inspection report for early years provision

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**Unique reference number** EY281723  
**Inspection date** 28/03/2011  
**Inspector** Jim Bostock

**Setting address** Green Gates Childrens Centre, Keilder Close, Redcar,  
Cleveland, TS10 4HS

**Telephone number** 01642 490014

**Email**

**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 Waves Daycare is one of three provisions owned by The Priory Day Nursery Limited and has been registered since 2004. It operates from four rooms in a purpose built children's centre located in the grounds of Green Gates Primary School in Redcar, Cleveland. Children have access to two secure enclosed outdoor play areas.

A maximum of 46 children aged from six weeks to under eight years may attend the setting at any one time and of these, not more than 14 may be under two years at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open all year from 7.30am to 6pm, Monday to Friday, except Bank Holidays. The setting transports children to and from schools nearby.

There are currently 47 children on roll. Of these 45 are within the early years age range and of these, four are in receipt of funding for early education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff who work directly with the children. Of these, the manager holds Early Years Professional Status, one is working towards level 5, seven hold a qualification at level 3 and one holds a qualification at level 2, all in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met. They make good progress in their learning and are enthusiastic, eager, and motivated learners. The well established staff team are knowledgeable and experienced and they ensure that most of the wide range of play resources are freely accessible to children. Staff implement a good range of policies, procedures and systems of self-evaluation which promote children's safety and welfare well. The child-centred learning is effectively implemented by all staff who strive to attain continuous improvement to the quality of their service. Overall, this is supported by good partnerships with parents, carers and other early years professionals.

## What steps need to be taken to improve provision further?

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

- maximise opportunities for all children to freely access resources, with regards to information and communication technology and positive images of difference and diversity
- develop further the systems for maintaining a regular two-way flow of

information between other early years providers where children attend to maximise opportunities in the continuity of care and learning.

## **The effectiveness of leadership and management of the early years provision**

Good systems are in place to ensure the suitability of staff, including appropriate vetting checks, induction programmes and ongoing systems of supervision and appraisal. Staff attend relevant training regarding safeguarding children and protecting them from harm. This ensures they are able to take prompt action if they have any concerns about children's welfare. Good records, policies and procedures are in place and shared with parents and carers. Methods of promoting safety for children and all users of the setting, such as risk assessments are well established. The promotion of equality and diversity and inclusion of all children is embedded throughout all staff practice. In addition, the educational programmes support children's learning about diversity in meaningful ways. Staff deployment is good and both the indoor and outdoor play areas offer a stimulating and challenging learning environment for children. Most of the wide range of play resources are freely accessible to children, with the minor exception of those that reflect information and communication technology and positive images of difference and diversity.

Good systems are in place to evaluate the quality of the provision offered and a thorough and realistic self-evaluation of the setting has been completed by staff. Driving improvement is good because it is embedded in all practice. As a result, all the recommendations raised at the last inspection have been fully met. Engagement with parents and carers and working in partnership with other early years professionals is well organised. For example, staff have good assessments of children's progress which is used effectively and shared with parents, carers and most other services to promote children's development. As a result, the individual needs of all children are well catered for. However, sharing of information with other early years settings, where children also attend, is less well developed which impacts on their ability to provide a complementary curriculum and continuity of learning and care. Parents spoken to during the inspection report that communication between themselves and staff is very good. They feel that their children are safe, have good relationships with staff and are very happy while attending the setting.

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

Children make good progress in all areas of learning. They are confident, enthusiastic and make full use of both the indoor and outside environment. They work independently and enjoy a wide range of both free-play and group activities. Children benefit from highly sociable meal and snack times where staff and children sit in small groups, holding conversations and creating a relaxed atmosphere. Children's behaviour is very good, they share and take turns, and younger children are supported very well by staff in learning these expectations.

For example, young children happily put blankets on each other when resting, hold hands and pat smaller children affectionately on the head. They respond to well established routines and enjoy taking responsibility for their environment.

Children's language skills are enhanced as staff engage all children in conversations and ask questions that make them think. Younger children have good opportunities to develop their speaking and listening skills. For example, staff speak clearly to children when naming objects such as a spoon. Children experience a range of opportunities to practise their mark making skills and as a result they are developing good writing skills. Children enjoy many opportunities to count and make calculations. For example, staff use every day opportunities such as counting the number of people at the table, to help support children's developing mathematical skills. Children interact positively with each other and staff, showing very good relationships as they play, talk and laugh together. Children have good opportunities to develop their skills for the future. This is evident in the broad range of exciting activities and ethos of child-centred learning. In addition, the setting utilises effective systems of monitoring children's progress and planning to ensure the individual learning and developmental needs of each child are very well met.

Children adopt healthy lifestyles as they have regular opportunities to experience fresh air and exercise throughout the day. The outdoor play areas are vibrant, colourful and provide a comprehensive learning experience for children who love going out to play. They make healthy choices at mealtimes regarding foods they would like to eat and children support each other as they wash their hands before meals. They brush their teeth after meals as staff use their knowledge and understanding gained from the Bronze and Silver awards in Oral Health to support this. Children are helped to feel safe as staff offer constant support and guidance. As a result, children confidently seek comfort from staff if they are upset and younger children are offered lots of cuddles, helping them feel secure.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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