

Littleuns Day Nursery

Inspection report for early years provision

Unique reference number EY272996
Inspection date 04/05/2011
Inspector Sarah Morfett

Setting address Holmesdale Technology College, Malling Road, Snodland,
Kent, ME6 5HS

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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

Littleuns Day Nursery opened and was first registered in 2003. It operates from four rooms in a purpose-built building within the grounds of Holmesdale Technical College in Snodland, Kent. A maximum of 35 children under eight years may attend the nursery at any one time; of these no more than 35 may be in the Early Years age group and of these, no more than 16 may be aged under 2 years at any one time. There is no provision for overnight care. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 60 children in the Early Years age group on roll who attend various sessions. Children aged three and four years receive funding for nursery education. The nursery is registered on the Early Years register and on the compulsory part of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery employs 20 members of staff, of whom 16 hold appropriate Early Years qualifications. One member of staff is studying for an Early Years degree and one staff member has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play within a bright and stimulating environment. Their learning and development is promoted well through a broad range of activities which are clearly linked to the Early Years Foundation Stage. Overall, children move forward at a good pace. Most policies and procedures are implemented well and promote children's safety within the setting. Partnerships with parents and other professionals are strongly established and contribute to children's ongoing development well. The strengths of the setting and any areas for development are identified through effective self evaluation. This shows the capacity of the group to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked

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

- manage Criminal Records Bureau (CRB) checks in accordance with the CRB' Code of Practice and Explanatory Guide
- improve the use of assessment to plan the most relevant next steps in a child's developmental progress, and regularly review this approach

The effectiveness of leadership and management of the early years provision

Staff understanding of the local safeguarding procedures is good. They are confident of how they would deal with a concern about a child in their care. A clear safeguarding procedure is in place to ensure that children are protected from risk of harm or neglect whilst attending the nursery. This includes the relevant local telephone numbers where staff can seek advice or report a concern. All staff have up to date Criminal Records Bureau (CRB) checks. However, the system used to manage the records is not in accordance with the CRB's Code of Practice and Explanatory Guide. Strong importance is placed on staff member's ongoing suitability as regular appraisals are carried out to ensure all their personal development needs are met.

Children's safety is generally promoted well within the setting. Staff are vigilant and report any safety issues promptly using a well established reporting system. They carry out daily checks on the setting to ensure children play in safe and secure environment. However, they have not established a risk assessment procedure which identifies aspects of the environment that need to be checked on a regular basis. They do not maintain a record of these particular aspects and when and by whom they have been checked. This is a breach of requirements and potentially impacts on children's safety.

Resources are well deployed within the setting making it a stimulating learning environment. Children move around freely making choices about what they play with, therefore gaining a sense of independence. Staff deploy themselves effectively to give children maximum support whilst they play and learn. This means that children become confident learners through good staff interaction and support.

Equality and diversity is promoted well within the setting. Staff ensure that their own knowledge about different cultures is up to date so children can take part in festivals and celebrations from many religions and cultures. By taking part in the events children learn to respect and value other people's difference. The planning, progress and development of the different groups of children is well promoted. Staff are committed to identifying children's additional needs as early as possible and work closely with parents and other professionals to secure the support the child needs to help them make good progress in relation to their starting points. The setting is physically accessible and the learning environment and resources are equally available to all children helping them to reach their full potential.

The partnership with parents is good. Parents say they are very happy with the

care and support their children receive at the setting. There are systems in place for them to share their views through a parent questionnaire. The manager evaluates their responses and the whole team work hard to address any suggestions to further develop the service provided. As a result of previous evaluations, parent consultation meetings have been set up. These give parents an opportunity to discuss their child's progress on a regular basis. This has served to strengthen the involvement of the parents in the children's learning and development.

The managers and staff have clear aims for the development of the setting and progression of the children in their care. They use self evaluation effectively, and include the views of the staff, parents and children. They have a strong commitment to staff training. They try to make staff responsible for their own personal development allowing them to choose and book training which meets their individual needs. This makes staff feel valued and motivated to learn. Consequently, outcomes for children are improved through the professional development of the staff. This shows the nursery has a desire to maintain continuous improvement within the setting.

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

Children are happy and settled in the setting which provides children with opportunities to make good progress across all areas of their learning and development. Children enjoy the effective input of staff as they play and learn together. For example, they listen and respond well to adult questioning, which promotes their interest and encourages them to think and respond in a range of situations. The very young children are cared for in rooms that are made cosy, and staff place toys and resources close by so they can reach out to explore and investigate for themselves. They benefit from warm and caring relationships with the staff giving them a strong sense of belonging in the setting.

Children are engaged in purposeful activity that continually promotes their curiosity and interest. For example, as they play with flour and rice, crumple coloured shiny paper and make marks in shaving foam they are exploring and investigating different textures. Children are able to develop a love of books as these are easily accessible and they are encouraged to help themselves. They also enjoy listening to stories read to them by staff anticipating what comes next and joining in with repeated refrains. This shows that the children's language and communication skills are promoted well. Children learn about the natural world through good age-appropriate activities such as learning from first hand experience the lifecycle of the frog. They help to collect the frog spawn and then watch it grow in an easily accessible fish tank. Children are also involved in planting and growing seeds; they take responsibility for looking after and watering runner beans, flowers and herbs. This means children start to grasp the concept of change over time within the natural world as they watch things grow and develop. Children have good opportunities to play outside. They love to run about, use bikes, push-a-long toys and climb. This helps them to gain control of their bodies and develop motor skills.

There is a good balance of adult-led and child-initiated activities which help the children make good progress across all areas of their learning and development.

Children's learning and development are promoted well by good interaction from staff. For example, staff play with and talk to children using open questions which make them think. Therefore their learning and development are extended well and means that children are moving forward at a good pace. However, the observational assessment system does not consistently reflect this good practice. For instance not all observations are dated and some are not concentrating on the most relevant area of development for each individual child. This makes it difficult to see how children are progressing over time. However, because of staff member's in-depth knowledge of the children they look after, they are providing activities which meet their needs and supports their stage of development.

Children develop a sense of belonging to the setting because of the warm relationships they have with the staff. Children take part in regular fire drills so learn to act appropriately in an emergency situation. They begin to learn to assess risk for themselves as the staff let them climb and move round the outside equipment, reminding them to be careful and to watch out for the younger children. Therefore, they learn to keep themselves safe and a sense of consideration for others.

Children have good opportunities to learn about healthy lifestyles. They adopt good personal hygiene routines as they show that they know that they wash their hands before eating and after going to the toilet. Children begin to understand the importance of a healthy diet because enjoy healthy meals and snacks. They develop independence as they pour their own drinks. Children learn good manners as they sit at a table for their meals and learn to use cutlery correctly from an early age. Staff are good role models and teach children to be polite and the importance of saying please and thank you. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that they become confident learners with a good sense of self-esteem.

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

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