

Little Jack Horner's Day Nursery

Inspection report for early years provision

Unique reference number EY305986
Inspection date 19/04/2011
Inspector Mary Henderson

Setting address Egginton Road, Etwall, Derby, Derbyshire, DE65 6NQ

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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 Jack Horner's Day Nursery is run by Dove View Ltd. It opened in 2005 and operates from two units within the same grounds in Etwall, Derbyshire. The nursery serves the local and further communities. Children share access to an enclosed outdoor play area.

The nursery is registered by Ofsted to care for a maximum of 69 children from birth to under eight years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 67 children on roll in the early years age range. The nursery is open from 7.30am to 6pm Monday to Friday throughout the year.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 12 members of staff, 11 of whom have early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff develop strong relationships with parents and their children. This effectively promotes inclusion for all children on roll. The staff also liaise with other providers of the Early Years Foundation Stage, which further promotes inclusion. Defined areas, resources and equipment are used well to provide a good range of opportunities to extend children's development across all areas of learning. The self-evaluation procedures are good. Most systems to ensure children's healthy lifestyles and independence are in place. Also, most systems are in place to ensure risk assessment is robust and documentation meets requirements.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 19/05/2011

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

- extend children's learning and development through encouraging their independence during meal times
- update the record of risk assessment to include any for outings to ensure children's safety

- improve children's menus to ensure they receive a consistently good balanced diet.

The effectiveness of leadership and management of the early years provision

The positive relationships between the staff, children and parents are good and ensure children's needs are identified and met. Relationships with other providers of the Early Years Foundation Stage ensure inclusion and continuity for all children on roll. The risk assessment procedures identify possible risks to children in the indoor and outdoor areas. However, this does not yet fully include all outings involving the children. The children are safeguarded as the staff have a strong understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The self-evaluation systems in place are good and include input from the staff and management, along with all children and their parents.

Information sharing with parents is good. There is a written and verbal two-way exchange of information to ensure children's needs are met. The parents have free access to their child's learning and development files, which provide information about their child's ongoing progression. The policies and procedures are accessible to all parents.

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

Children observe, find out about and identify features in the place they live and the natural world. They like to walk to the library to choose books and listen to stories, and make the most of their outings as they observe the changing seasons, look with magnifying glasses for insects and talk about the plants and wildlife around them. Children's learning is extended through various visitors to the setting. These include fire officers and police officers who call in to talk to them about various safety issues, including crossing the road and what do to if they become lost. Many of the visitors are parents, including a farmer who visits the setting with his tractor, which the children like to sit on. He talks to the children about farming and how he harvests the wheat and other various foods. The children extend their learning in the setting as they make collages of the tractor using various seeds. Another parent visitor, a nurse, comes in to talk to the children about how she makes people better when they become ill.

All children enjoy their daily outdoor play as they ride their trikes, climb, balance and run around in the fresh air. Children learn about the benefits of a healthy lifestyle through topics and discussions with the staff. They have access to fresh drinking water throughout the day, however, they are not always provided with a range of healthy, well-balanced meals which include lots of fresh vegetables each

day. This may possibly compromise their health. The children show a strong sense of feeling safe in their environment. They confidently help themselves to the resources and equipment, smile and giggle with their peers and the staff and seek support and comfort when they need it. The children continue to learn about personal safety as they cross the road with their key workers while on outings and discuss issues through topics and stories. They also learn about keeping safe as they are included in the fire evacuation procedures of the setting.

Children find out about and use information and communication technology, which fosters their skills for the future. They explore various computer programmes which support their learning about numbers, calculation and following simple voice instructions. Children's problem solving skills are further extended as they explore puzzles and build with construction. Younger children and babies enjoy exploring battery operated toys and resources as they notice the flashing lights and voice instructions and show delight in pushing the buttons. All children enjoy their creative activities. Babies and younger toddlers enjoy pushing their hands through jelly and cornflour gloop and older pre-school children enjoy using paints to make marks and writing their name on their own work. As children make choices about what they want to do, they help themselves to the accessible resources and tools during creative and imaginary play times. Older children like to dress up in various character clothes, wear pretend spectacles and walk about with handbags and pretend money with their peers. Babies and younger toddlers like to walk about with baby dolls in buggies or dress and undress the fashion dolls. The staff encourage the children to explore books. They make the books accessible in comfy corners with cushions and mats and sit to tell the children stories. Children listen, sustaining concentration and joining in.

The children are beginning to understand that people have different needs, views, cultures and beliefs that need to be treated with respect. They play with a broad range of resources that depict positive images, including dolls, small world people and dressing up clothes. The accessible resources reflect positive images of disabled people. Older children are beginning to explore festivals around the calendar year as they dress up, try different foods from around the world and involve themselves in creative work and make three-dimensional models. They also discuss issues around diversity during circle time, read story and reference books and explore differences within the group.

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	3
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