

Little Ones Whipton

Inspection report for early years provision

Unique reference number 105878
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Inspector Anne-Marie Moyse

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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 Ones Childcare occupies a large church hall, which is situated in the Whipton area of Exeter. There are two separate children's areas which have been created in the room, one for pre-school children and toddlers, and the other for babies. There is also a bathroom, baby changing facilities and baby sleep room. The nursery has a kitchen where children's meals are cooked. Children have access to a large, securely fenced and equipped outdoor area.

The nursery was registered in 2001 and is registered to provide care for a total of 36 children. There are currently 70 children on roll, aged from 7 months to 4 years. The setting is able to receive funding for nursery education for three and four year olds. The nursery is open Monday to Fridays from 7.45am to 6.00pm, all year round, except for bank holidays and Christmas week. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Little Ones is run by a limited company that also manages five other nurseries in Devon area. There are 11 staff employed at Whipton to work with children. All staff have appropriate early years qualifications, including a qualified teacher and one with an Early Years degree and one member of staff working towards her degree. A cook is also employed. Staff have experience in caring for children who have special educational needs and/or disabilities as well as English as an additional language.

The nursery receives support from the local authority, and belongs to the National Day Nursery Association. The nursery is working on a quality assurance scheme, 'Quality Counts'.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the provision supports children very well in their learning and development. However, the nursery has failed to notify Ofsted of a change in the manager at the setting, which impacts on the overall judgement for the inspection. There are very strong partnerships between staff and parents, and as a result children's needs are known and supported sensitively. Resources and staff are generally effectively deployed and systems are used to successfully monitor the day-to-day running of the setting. The setting is keen to address weaknesses and demonstrate it has a capacity to continually improve.

What steps need to be taken to improve provision further?

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

- improve the use of the outdoor area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- improve systems of self evaluation to ensure that all procedures for notifying Ofsted of changes are robustly followed

The effectiveness of leadership and management of the early years provision

Generally, staff demonstrate a sound understanding of safeguarding, where children's safety and security is given a high priority. However, through an administrative error the manager of the setting has not undergone the required formal system for checking her suitability. The provider has committed an offence by failing to notify Ofsted of a change to the person who is managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The setting undertake their own robust checks on staff suitability, and all staff are suitable to work with the children. Policies and procedures are in place to support practice, and are regularly reviewed and updated in line with any changes. All staff are fully aware of the child protection procedures to follow if they have any concerns over a child's welfare. Rigorous risk assessments are in place to ensure that children are cared for in a safe and enabling environment. The room is effectively used to meet the needs of the different ages and stages of development for the children attending. Resources are plentiful and organised well so children can self-select what to play with. A wide range of images and resources are used by the children to extend their understanding of diversity and the needs of others. All children go outside for fresh air and play in all weathers. However, at the moment this is organised as a group activity, due to the accessibility of the garden area, and does not always allow children to choose where they prefer to learn and play. Staff are knowledgeable and have formed secure relationships with the children. Their continual professional development is very well supported in order to continue to improve practice.

The nursery is continually reviewing and reflecting on its practice to identify areas for improvements. It has recently submitted its final assessment for a quality assurance award and is awaiting the outcome of this. However, the oversight of following-up on the notification to Ofsted, and the understanding that the manager requires further checks has a detrimental effect on their capacity to evaluate their own administration systems.

Partnerships with parents are outstanding. The setting have worked hard to seek parents view and consider their ideas in order to improve the provision for children and families. For example, they now offer parents an opportunity to visit the setting on a Saturday so that they can meet the key persons and discuss children's progress. This has enabled both parents and older siblings to attend and explore their child's nursery. Workshops and information letters explain to parents the benefits of certain activities in their child's learning and development. Clear systems are in place to share information and ensure that staff obtain detailed and

relevant information on all aspects of each child's care and personal routines, including extensive, specific dietary information. As a result, staff have a full and comprehensive picture of the child's needs, routines and their individual preferences. Partnerships with other providers of the Early Years Foundation Stage are established and information on each child's learning and progress is shared with them regularly.

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

Children are happy and enjoy their time at the setting. They show that they are forming positive dispositions and strong friendships with each other and the staff. Babies are offered a very spacious and stimulating environment where they can explore a vast range of resources and activities freely. They are able to see their siblings throughout the day, and everyone sits together for the main meals, forming social opportunities for different ages of children to mix. Babies' individual routines are very well supported and staff adapt their practice to reflect the ever changing needs of the youngest children. High adult to child ratios ensure that even when babies are feeling a 'bit under the weather', staff are able to spend time cuddling and reassuring them sensitively. Resources are readily available to support all areas of development. Children excitedly crawl through the tunnel and are happy to meet other children and staff at the other side. Their senses are extended as they explore the various materials and objects in the treasure basket area. Babies are beginning to work together as they sing 'row, row, row the boat' with the staff and other children, coordinating their actions. Their problem solving skills are fostered from an early age as they investigate which size spoon fits into the pots.

Older children are freely able to access a wide variety of resources in the main play area, with some toys and activities set up for them to extend their experiences and learning. Children are animated when they discover real worms and slugs in the compost tray in the 'Garden Centre' role play area. This sparks off their enthusiasm and extends their vocabulary as they describe the texture and feel of the creatures as they wriggle on their hands. Children capture this experience as they paint a picture of the worms, and are keen to look for more when they go outside to play. Children and staff interact exceptionally well, with staff following children's interest and play ideas, offering additional resources or materials to extend children's learning and exploration. Children's love of books is successfully fostered and they like to join in with the story song, remembering different characters of the books and what they did. Small world figures, blocks and tubes encourage children to develop their imagination and re-enact the story using their own interpretation and vocabulary. Children share well, and most are helpful when it is time to tidy up, with staff giving children clear guidance and responsibilities in the task. Staff praise and boost children's self-esteem as they recognise children's achievements and growing independence. Throughout the nursery children recognise their names and use mark making materials. They count and recognise mathematical shapes and relate these to other objects, forming connections and solving their own problems. The toddler group break off from the main room for a rousing music

session. They develop their rhythm and communication skills as they sing songs and use a variety of instruments, and actions, suggesting ideas for the next song which is welcomed by the staff.

Before going out to play children are encouraged to help change their shoes for wellies and put on warm coats and waterproofs. Staff are generally well organised and very supportive in promoting children's independence. Everyone, including the babies, go out, even in the wet weather, for a short play and fresh air. Outside, children climb safely and balance on the large equipment, and use a variety of small equipment to develop their physical skills and coordination. The can run on the grass or the decking area, or develop their imaginative play on the small pirate ship. Children's health is further promoted through the nutritious and freshly prepared meals provided for them at the nursery. These are varied and comply with each child's specific dietary requirements, with fresh fruits and vegetables included in each meal. Children are learning high standards with everyone washing their hands before eating, sitting a tables that are properly laid up with table cloths, paper napkins and a vase of flowers. Staff sit with the children and promote good table manners and a social time, where conversations are developed and children manage the tools safely and with increasing dexterity.

The nursery use systematic documentation to monitor and track children's progress in their learning and development. Regular observations and assessments are used effectively to indentify each child's next steps and influence the planned activities on offer. This information is clearly recorded and colour coded to monitor children's progress in attractive learning journals. From this, a three month individual learning plan is drawn up and shared with the parents and other early years settings that children may attend, which contributes to a consistent focus for each child.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	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