

Little Toads Nursery

Inspection report for early years provision

Unique reference number EY278243
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Inspector Loraine Wardlaw

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Toads Nursery has been registered since 2004 and operates from a bungalow in a residential area of Felpham, Bognor Regis, West Sussex. It is owned and managed by a private individual, who also uses the premises as her home. All children have access to a secure enclosed outdoor play area. The nursery is open from 9.15 am until 2.45 pm with staggered start and finish times, Monday to Friday, term time only.

The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 16 children aged from two years to eight years. There are currently 25 children on roll aged two to four years. The nursery has a number of children with special educational needs and /or disabilities. The setting provides early education funding for three and four year old's. The owner and manager has Early Years Professional Status and employs four members of staff to work with the children. One practitioner has Qualified Teacher Status, another has an early years degree and one other staff member holds a level two qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a fun time and are learning well at this stimulating, cosy, home from home nursery. Staff are knowledgeable and in tune with children's learning needs because there is a strong emphasis on moving children forward in their development. Overall, safeguarding and promoting children's welfare is good, although there is less weight on this by the manager when inducting new staff. A key strength of the setting is the newly designed, exciting and very enabling outdoor play space for children to enjoy. The manager and her team continuously plan for improvement which in turn generates positive results.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 06/07/2011

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

- promote children's personal independence during snack and mealtime routines and provide further access to indoor creative and information

- technology resources
- develop an effective key person system, so all staff can develop a genuine bond with the child, their parents and are involved in planning their next learning steps.

The effectiveness of leadership and management of the early years provision

On the whole there are good safeguarding procedures in place to protect children. All practitioners hold a clear Criminal Records Bureau check and a robust recruitment and vetting procedure ensures that staff are suitable to care for children. Although the designated child protection officer has a secure knowledge of the procedure to take in the event of any child welfare concern, not all staff are confident in this knowledge. This is a legal requirement. The premises are safe and secure for children, with written risk assessments undertaken on rooms used by them and specific activities such as woodwork. This means that hazards and risks are managed well by staff. The manager and staff ensure that the rooms are motivating for children, with well resourced, age-appropriate materials and activities set out for them. However, some resources, particularly those in the creative room and some of the information technology resources are not organised for free access by the children. Children's art work is displayed on the walls and the superb garden has been fully developed to promote all curriculum areas. For example, a highly attractive summer house, which has a beach theme, invites children in to mark make at the table, to role play at the shop or sit comfortably on the metal bench with a cosy throw, to look at a book.

The manager and owner, who takes on much of the work on herself, and the staff team are continually reflecting on the practice that takes place at the nursery. Regular in house training occurs at staff meetings on topics such as mathematics; but there is less emphasis on welfare and safeguarding training. Many systems are in operation to record the good practice that takes place and improvements identified. For example, action plans, the accurate Ofsted self-evaluation tool and the Early Childhood Environmental Rating Scale. The knowledgeable manager is keen to drive improvement even further but a weakness in the key person system is blocking the route through. Staff do not have a group of key children because the manager is the key person for all the children on roll. This means that staff cannot develop a genuine bond with the child and their parents and need to refer to written records, compiled by the manager, to know what their next learning steps are.

The setting engages with it's parents and other professionals well to meet children's unique needs. Parents talk of their positive and communicative relationship with the manager; they strongly value the small and intimate setting and what it offers their child. Good information sharing takes place on all matters. For example, parents receive a pre-registration and pre-starting pack, receive newsletters by e-mail or hard copy and attend a consultation meeting about their child's developmental progress. 'What I did this weekend' slips completed by parents, have been recently introduced, which links the learning at home to pre-school. The first feedback questionnaire informs the manager of the parent's

views; although mostly positive some parents feel they do not know the other staff well as they always deal with the manager/owner. Staff demonstrate a positive attitude to inclusion and meeting the needs of different social groups and abilities of children. Future actions include planning more closely for boys and girls needs. The adults recognise the uniqueness of every child and will incorporate a child's first language and culture into their practice to ensure all children gain a positive sense of identity.

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

Children arrive happily at the setting, eager to take part in the morning or days stimulating play activities. They are keen and well-motivated learners, some demonstrate high levels of concentration during their child- initiated activities. For example, some four year old's spend a very long time designing and building their own model out of recyclable materials. They use sticky tape independently and talk confidently about what they need for their 'remote control car', instructing the practitioner to find it on the high shelf, speaking articulately about their ideas. The adult is on hand to support and extend the learning; she is adept at promoting children's problem solving and reasoning skills, encouraging them to count accurately to beyond nine. When a child adds one more button and then another one, the practitioner asks them to calculate how many now? This meets with the response 'two more that makes eleven', showing an excellent level of attainment in this area of learning. Personalised planning for each child records next steps for each child in each of the six learning areas; these are displayed for staff to view daily. However, in practice not all staff are not consistently implementing children's identified next steps, such as writing emergently their name, to form some recognisable letters, on their three dimensional models. Children feel very proud of their achievements showing others confidently their creativity. Overall, the quality of teaching and learning is good, especially at group, adult-led times, with staff taking into account the children's different age and stages of development. For example, in the tadpole group younger children take part in a listening music game and in the toad group they listen attentively and contribute extremely well to a story.

Children behave very well; they understand the rules and conduct themselves in a safe manner, managing risks extremely well. For example, one child tells the practitioner they are only kneeling on the chair because they know they may fall if they stand on it. Another child tells the visitor they must use the cold tap and not the hot tap when washing their hands. Boys especially relish their time in the garden zooming very fast on scooters and tricycles with their friends around the path, skilfully and safely manoeuvring the corners as they go. Children have lots of fun in the fresh air, rolling down the bank spontaneously or climbing safely on the large apparatus on the grass. Others paint happily in shed, talking about the colours they are using. Children sit on logs under the shade of the tree and learn to hammer nails in wood, supported effectively by the adult. She skilfully weaves together keeping safe with promoting children physical skills and the introduction of mathematical language. Children take part in growing projects, talking

confidently about the vegetable plot with the onions and potatoes growing; children are learning where food comes from and how to eat healthily. They have a good sense of bodily awareness. Children spontaneously help themselves to their own drinks, because they feel thirsty after talking with their friends, whilst manipulating the play dough in the kitchen. Mid-morning they have a healthy snack of chopped fruit prepared and set out by the practitioner. Personal independence and children taking responsibility for themselves is not effectively promoted at this time, nor at lunch-time or at arrival times when they come in with their parents. Children do not have a personalised coat peg. They play with resources and use books which depicts all people in society. Children learn about their own culture and those of others in activities such as working together to make a Chinese dragon during Chinese New Year celebrations.

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