

Little Lodge Nursery

Inspection report for early years provision

Unique reference number 205126
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Inspector Becky Johnson

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Telephone number 01905 345400

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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 Lodge Nursery School is a privately owned provision. It was registered in 1989 and operates from three rooms adjacent to the proprietors house, close to Spetchley, Worcester. The nursery is accessible to all children and there is a fully enclosed outdoor area for play.

The nursery opens Monday to Friday for 48 weeks of the year and is closed on public holidays. Sessions are from 7.45am until 6pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the setting at any one time. There are currently 63 children attending who are within the Early Years Foundation Stage. The nursery also offers care to older children before and after school and during holidays. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is a welcoming, homely and vibrant place for children and their enjoyment is evident as sounds of wonderfully happy children reverberate throughout the building. Children make excellent progress in their learning and development as they experience a wide range of exciting and stimulating activities. Inclusion is a real strength within the setting and all children are very well cared for, valued and made to feel special. The setting is pro-active in fostering very good partnerships with parents and outside agencies to ensure that children are fully supported and their individual needs met. There is a clear vision for the future and systems are in place to continually evaluate the setting to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the opportunities for children to freely access the outdoor provision.

The effectiveness of leadership and management of the early years provision

Children are very well protected within the setting. Staff are diligent in child protection matters and fully understand their roles and responsibilities in protecting the children in their care. In-depth policies and procedures, including a whistle blowing and mobile phone use policy, are meticulously implemented. The nursery has extremely robust recruitment and vetting procedures in place. This ensures that all staff working with the children are suitable, capable and well qualified. The premises are warm and inviting and provide children with a stimulating and colourful environment in which to learn. Photographs of children taking part in activities and displays that they have made are exhibited throughout the setting and give children a sense of belonging. Children are safe in the setting and are able to move freely between areas. However, although, children access outdoors everyday, it is not possible at present due to the lay out of the premises to implement a free-flow system to outside. Comprehensive risk assessments cover all areas and outings that children participate in. Vigilant staff clearly explain to children how to play safely whilst supporting them to take controlled risks. For example, when using the outdoor equipment. In-depth documentation, policies and procedures enhances the excellent practice and ensures the safe and efficient management of the provision.

Staff show obvious enjoyment of being with the children and their passion and enthusiasm is evident in everything they do. They are well qualified and further their knowledge and expertise by attending regular training. The provider and staff are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and provide the best possible outcomes for the children who attend.

Staff work very well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents, grandparents and carers are welcomed into the setting and their expertise is valued. For example, they bring babies to show children how to bath and care for them and read stories. They are invited to participate in fun evenings where they experience a day at the nursery. During these evenings, parents take part in circle times, enjoy craft and messy activities, such as gloop and jelly play and join in music and story times. Parents are exceptionally pleased with the care that their children receive. They say that staff provide a warm and caring environment and that they are approachable, friendly and genuinely care for the children. They value the home visits before children start and praise the fun evenings saying that they are brilliant and have really helped parents to understand what children do while they are at the nursery. Strong working relationships with other professionals have been developed in order to maintain a consistent approach in meeting children's needs. Staff work very closely with everyone involved with the child. They regularly attend meetings and readily share information, knowledge and expertise to ensure that all children receive the highest level of care and support available to them.

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

Children thoroughly enjoy the time they spend in the setting and fun and laughter are an integral part of the day. They rush excitedly to participate in activities and are always busy and industrious. They especially enjoy the outside area which provides wonderful experiences, such as digging pits where children hunt for worms and mini beasts, tunnels and nets to make dens, balancing toadstools and climbing equipment. They grow and plant seeds and carefully water them till they flourish into sunflowers, strawberries and carrots. Children are very proud of the plants they have grown. They spend time measuring them to see which is the tallest and name the different parts of the plants, such as stems and petals. Children vigorously participate in a music session and enthusiastically jump and dance in time to the music as they pretend to be dinosaurs with mighty roars dressed in a big bow tie. They can count the numbers of beats that they play on the drums and know how to play loud and soft notes on the instruments.

Children make excellent progress in all areas of learning with the support of dedicated and experienced staff who fully understand every child's individual need and interest. Planning develops from children's choices and ideas. Observation and assessment is ongoing and identifies the next steps in children's learning. This is then linked back to the planning to ensure that every child makes progress in line with their starting points and capabilities. Staff are adept at extending activities to ensure that they cover all areas of learning and meet the individual needs of the children participating. For example, during one activity children take turns to programme a bee to move in different directions on a picture mat. They count the numbers of squares, talk about the animals they can see on the mat and learn that a volcano is hot and gives off fire and smoke.

Children feel a sense of belonging and work harmoniously both with and alongside their peers. For example, older children help their younger peers to complete a picture using shapes or how to use the mouse to complete a game on the computer. Behaviour is exemplary and staff reinforce this through positive praise and by acting as role models. Children learn good manners as they say 'please' and 'thank you' appropriately, learn to share toys and to take turns. They learn about healthy eating as they enjoy snacks of fruit or sandwiches which they help to prepare themselves using ingredients they have grown in the garden. Special care is given when providing food and during cooking activities to ensure that children with dietary requirements and allergies are able to fully participate and enjoy the experience whilst still being safe. Excellent hygiene practises, such as hand washing at appropriate times during the session ensure that children are protected from the risk of infection.

Children and adults with additional needs are valued and respected as individuals. They are made to feel very welcome and are totally supported within the setting. Children learn to keep themselves safe as they use equipment, such as scissors safely, practise evacuation procedures and learn about road safety when they go on walks in the local countryside. Above all children have fun. The support and care that all children receive from staff and the experiences that they are able to

take part in enables them to feel secure and safe in their environment and lays firm foundations for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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