

Littlegates for Little People

Inspection report for early years provision

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| Unique reference number | 253665 |
| Inspection date | 23/06/2011 |
| Inspector | Melanie Arnold |

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| Setting address | Littlegate Farm, Clensey Lane, Dry Doddington, Newark, Nottinghamshire, NG23 5HT |
| Telephone number | 01636 626067 |
| Email | littlegatesforlittlepeople@googlemail.com |
| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Littlegates for Little People Nursery and Out of School Club opened in 1994 and is a private, family-run business. It is situated on the outskirts of Dry Doddington village in rural surroundings. The nursery premises comprise of an entrance, office, kitchen facilities, pre-school room, toddler room, baby room, classroom and toilet facilities. The out of school club runs from purpose-built premises separate from the nursery. Facilities for outside play are available for both the nursery and the kids club and include a separate multi-purpose court. The setting serves the local community and surrounding areas and is accessible.

The setting opens Monday to Friday for 51 weeks a year. Opening times are from 8am to 6pm for the nursery. The kids club provides before and after school care during term time and operates for full days during school holidays. The setting is registered to provide care for a maximum of 93 children under eight years at any one time and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll in the early years age range. The setting provides funded early education for three- and four-year-olds and also provides care for children over the age of five.

The setting employs 15 members of childcare staff, which includes the registered provider. Of these, four staff hold appropriate early years qualifications at level 4, seven staff hold qualifications at level 3 and two staff hold qualifications at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming setting where they are fully supported in line with their individual needs, backgrounds and beliefs. The generally effective use of space, resources and learning opportunities result in children making good progress towards the early learning goals. Children are fully safeguarded and their welfare promoted through mainly good policies and procedures. Effective partnership working in the wider context promotes an integrated approach to children's care and learning. The setting has developed their practice since the last inspection and their robust system of self-evaluation leads to continuous improvement.

What steps need to be taken to improve provision further?

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

- where possible link the indoor and outdoor environments so that all children can move freely between the two
- develop further the opportunities to value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture or

model

- ensure the risk assessment covers anything with which a child may come into contact, with specific regard to the security of the outdoor play areas.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the warm and welcoming setting. They show confidence in their surroundings as they relate well to the caring, qualified staff team. Space and resources are organised effectively to meet children's individual needs. For example, children are cared for in different rooms according to age and ability, which ensures they freely access a good range of developmentally appropriate toys and resources. Older children are provided with opportunities to move freely between indoor and outdoor play space, which further enhances their play and learning experiences. However, while younger children are provided with daily opportunities to access outside play, they are not always enabled to move freely between indoor and outdoor play. The setting is securely maintained, with staff using effective risk assessment procedures to identify and minimise potential hazards. Both outside play areas used by nursery children are secured by either a temporary fence or a low wall, and although procedures are in place to ensure the protection of children when they are playing outside, these are not fully documented in the record of risk assessment. Clear recruitment, vetting and induction procedures are in place to ensure the suitability of the staff team, with ongoing training and development opportunities provided to ensure all staff keep up-to-date with current practice issues. Children are further safeguarded because staff are knowledgeable about child protection procedures. All necessary records, documents and policies are in place and stored securely. They are completed well and used effectively by staff to promote positive outcomes for children.

The setting promotes inclusion, valuing each child in line with their individual backgrounds and beliefs. Activities are differentiated to ensure the participation of every child and the robust equality and diversity policy identifies how any form of discrimination is actively challenged. Children's individuality is respected because the setting works in partnership with parents, carers and other providers, gathering and exchanging clear information. Discussions, notice board displays, daily diary books and information sheets, and parents consultation evenings keep parents and carers fully informed about their children's care, learning and development. Clear systems are in place which encourage parents and carers to contribute to their children's observation and assessment files. Close links with other providers promote continuity of care and learning for all children and help older children with the transition to school. The setting's robust system of self-evaluation, which includes the views of all users, provides a clear vision as everyone works together to promote continuous improvement.

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

Children are cared for in a safe, well-maintained setting. Good health and hygiene routines are implemented and a clear exclusion policy is in place to minimise the risk of cross-infection. Children benefit from a healthy diet, as nutritious meals and snacks are freshly prepared and cooked each day to meet their dietary requirements. Their social skills are promoted as they sit down to eat their meals and snacks with their peers and the staff. Older children are encouraged to be independent as they pour their own drinks and babies are continually encouraged to learn the skills to feed themselves, with staff offering assistance where needed. Drinks are provided with all meals and snacks, and children also have free access to their own drink throughout the day. Children are encouraged to be active through regular indoor and outdoor play, where they access interesting resources including a child-sized treadmill and exercise bike, which make exercising fun. Older children learn about the effects of exercise on their bodies as they are encouraged to feel how fast their heart is beating after being active. Children also learn about healthy eating as they plant and grow their own vegetables. Children remain safe because of the well-deployed and vigilant staff team. Clear outings procedures are in place to ensure children remain safe when they are away from the setting. Children's awareness of safety issues is well promoted through discussions, activities and regular events. For example, when children spill water onto the floor, they learn the importance of mopping it up to prevent anyone from slipping over. When playing outside, children play safely and do not climb over the low wall as staff reinforce clear boundaries, which they learn to respect. Children play cooperatively and socialise well with their peers. Their behaviour is predominantly good as staff offer regular praise and encouragement. Children are beginning to learn the difference between right from wrong as staff discuss why their behaviour or actions are inappropriate. Photographs of babies and their families enable younger children to feel a sense of belonging. Children's awareness of differences and diversity is effectively promoted through their play, discussions and activities. For example, parents and carers are regularly invited into the setting to share their unique backgrounds and beliefs with all children. On one occasion a grandparent visited the setting and made traditional Indian food with the children, which they then all tried.

Children are making good progress in their learning and development. Clear planning, observation and assessment systems are in place and used effectively by staff. Activities are planned in line with children's specific interests, providing them with a balanced range of adult-led and child-initiated play experiences. Additional individual planning sheets are used to identify each child's next steps ensuring they make progress in the six areas of learning. Children happily engage in an interesting range of activities, with staff using the local and wider area to provide additional first-hand experiences to promote children's natural curiosity as learners. For example, following on from a child's interest in trains, staff took a small group of children for a ride on a real train, providing them with an exciting hands-on learning experience. Babies and younger children enjoy exploring their toys and resources using their senses. Older children develop their creativity and use their imagination freely when accessing a range of junk model and joining materials.

One child designs and creates a space rocket and then skilfully uses numbers in their play as they count down from five to one, when their space rocket blasts off. However, opportunities for children to continually develop their creativity through art and design are not effectively promoted for all children. For example, activities are sometimes too directed by staff, resulting in children replicating a specific piece of artwork, instead of being able to freely create their own masterpiece. All age groups of children have fun as they develop their early writing skills. Babies enjoy making marks using crayons on paper or paintbrushes with water, making marks outside. Toddlers enjoy using water-based pens to draw and colour and pre-school children freely access a wide range of writing materials which enable them to freely develop their mark making skills. Children enjoy independently accessing and looking at books, as well as listening to stories read aloud by staff. The skilful approach of questioning techniques incorporated by staff as they read the story creates purposeful learning experiences for children. Children's awareness of number and counting is well promoted during daily activities. For example, during circle time children identify the date and then count up to this number. Children throughout the nursery develop their skills as they access and use a good range of information and communication technology toys and resources. All of this helps to lay a secure foundation for children's continued learning and development.

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

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| 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

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| 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

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| 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

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| 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

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