

Leo's Den at Richard Bonnington

Inspection report for early years provision

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Inspector

Lynn Dent

Setting address

Richard Bonnington Primary School & Nursery, Calverton
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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

Leo's Den at Richard Bonnington is one of five privately owned settings run by Leo's Childrens Nurseries Ltd. It opened in 2011 and operates from two rooms, the main hall and associated facilities within Richard Bonnington Primary school in Arnold, Nottingham. All children share access to secure outdoor play areas.

The setting is open each day during term-time from 7.45am to 9am and 3.25pm to 5.45pm. Also during some school staff training days from 7.45am to 5.45pm.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children from three to eight years at any one time. There are currently 40 children aged from three years on roll. The setting only provides care for children from Richard Bonnington school.

The owner employs seven staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe because staff provide good care and effectively interact with them in a caring atmosphere. All children are making good progress in their learning and development because staff plan this effectively. Children have access to a wide range of toys and resources to support their play and most areas of learning and development. Most daily routines promote children's good health and hygiene. All children's individual needs are known and met due to exceptionally effective partnerships with parents, carers and the school. Effective procedures for self-evaluation enable the management to identify the strengths of the setting and set in place clear plans and targets for continual improvement.

What steps need to be taken to improve provision further?

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

- improve routine hygiene procedures; this is with regard to washing children's hands before breakfast
- develop the range of resources to support children in using appropriate information and communication technology (ICT).

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the management and staff clearly understand the indicators of child abuse and neglect and are confident to

report concerns to the relevant agencies. Robust recruitment and vetting procedures and ongoing updates ensure staff are suitable to work with the children. Detailed and regular risk assessments are completed by staff ensuring that the premises toys and resources are safe for children to use. Exterior doors and gates are kept locked resulting in the premises being kept secure. Staff have very clear procedures in the case of intruders which is practised with children. Consequently, their safety is further protected as they know what to do should this occur.

The effective organisation of the rooms and hall means that children can freely move around to engage in different activities. The flexible organisation of the session means that children can choose when to engage in planned activities or to develop their own play. Children benefit because staff move around the room to engage them in their chosen activity. The effective systems for self-evaluation which includes the opinions of staff, children and parents, ensures all aspects of the provision are monitored and evaluated supporting ongoing improvement. Clear action plans ensure that improvements are consistently managed and addressed in a timely manner. These are then evaluated to ensure that any changes made are effective.

All children feel valued in the setting because their differences are recognised and promoted. There are no children attending who have special educational needs and/or disabilities. However, the manager has experience of this and is fully aware of the importance of working closely with outside agencies to support children's welfare and development. The setting has developed outstanding partnerships with the school through meetings and setting shared goals for all children to achieve, thus promoting consistency in their learning and development. Equally excellent relationships with parents ensure that information is shared keeping all parties fully up to date with the children's changing needs. Parents are also kept fully informed of their child's progress. Discussions with parents confirm they are extremely happy with the service provided and express that their children are kept safe and in an active environment that meets their needs.

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

Children are active writers and thoroughly enjoy doing this for a purpose, such as, writing entries in their personal journals or on the whiteboard. As a result children have well-developed writing skills and draw recognisable pictures and they use their language well to explain their drawings. Children count accurately to 20 when playing games in the outdoor play area. They instantly solve simple number problems during everyday routines, such as, knowing how many pieces of orange they have left after eating one of four pieces. Children thoroughly enjoy painting using this to express themselves. Staff use the environment well to help children to be creative, for example, using natural materials to make interest boxes and for children to make pictures for a display about autumn. This also helps them learn about the world in which they live. They also celebrate various events and festivals throughout the year enabling them to understand differences in the world in which they live. The setting is in the early stages of providing resources that help

promote information and communication technology. Consequently, this area of learning is not yet fully promoted. Children use their prior experiences well in their imaginative play as they pretend to be teachers and doctors.

All children have high self-esteem because staff effectively promote this through praise and stickers. Children routinely use 'please' and 'thank you' because staff are positive role models for this. All children share and take turns as they play games showing they play harmoniously together. All children feel safe in the setting because staff create a secure and caring atmosphere, providing additional support when children are upset or have accidents. Observations of children are used in their developmental records to show their achievements and next steps in all areas. This information is then used effectively by the key person to ensure that each child receives developmentally appropriate experiences that challenge them further. Consequently, all children make good progress in their learning and development.

Children develop an understanding of how to keep themselves safe because staff remind them about the safe handling of scissors and how to use the trim trail. Staff plan well to ensure that children have the opportunity to play outdoors where they enjoy team games and are confident users of the trim trail. Clear policies and good hygiene practices across the provision help to minimise the risk of infections. However, children do not always wash their hands before eating breakfast. Therefore, their good health is not fully protected at this time. At all other times, such as, after using the toilet, before food activities and eating tea, children do wash their hands and can explain the importance of this. Children enjoy a healthy breakfast of cereals and toast and a nutritious tea including bread sticks, sandwiches and fruit. Meal times are used as social occasions and to promote good table manners, developing important skills for later life.

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	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	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