

Little Raindrops

Inspection report for early years provision

Unique reference number	EY426802
Inspection date	22/09/2011
Inspector	Deborah Kerry
Setting address	Little Raindrops, Chapple Drive, HAVERHILL, Suffolk, CB9 0DU
Telephone number	07957747767
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Type of setting	Childcare - Non-Domestic

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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 Raindrops opened in 2009 and re-registered in 2011 on becoming a limited by guarantee company with charitable status. The group is situated in the grounds of New Cangle primary school in Haverhill, Suffolk. Children have access to a secure, enclosed outside play area. The property is fully accessible via the front door and through a slope to the outside play area.

A maximum of 26 children aged from two to under eight years may attend at any one time. There are currently 54 children on roll who are within the Early Years Foundation Stage age group. Care is also offered to children aged over five years. The nursery provides funded early education for two, three and four-year-olds. The setting is open from 8am to 6pm each weekday throughout the year. The setting provides before and after school clubs each day. A morning pre-school session is from 9am to 12pm, lunch club is from 12pm to 12.30pm and the afternoon session is from 12.30pm till 3.30pm, with the breakfast club from 8am to 9am and the after school club running from 3.30pm to 6pm. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language.

The setting employs eight staff. Of these, seven hold appropriate early years qualifications and there is one member of staff working towards an appropriate early years qualification. 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's welfare, learning and development in the Early Years Foundation Stage is fully supported by the experienced and well-qualified staff. The staff know children's individual needs well and through regular observations the next steps in their learning is identified and provided for in the planning. The setting has developed excellent relationships with parents and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. The setting has in place clear procedures for evaluating and monitoring their good practice and has identified areas for improvement to support children's ongoing learning and development. The setting has a range of policies and procedures in place that mostly support children's safety.

What steps need to be taken to improve provision further?

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

- ensure that regular evacuations drills are carried out and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

All the staff have an excellent understanding of the procedures for safeguarding children. This ensures that maintaining children's welfare and safety is a high priority. There are clear policies and procedures in place to support staff and they have all attended training to ensure their knowledge on promoting children's welfare is effective. The nursery's policies reflect the procedures the nursery would follow in line with the local authority safeguarding children board. A daily checklist is completed each morning before children arrive to ensure that they are protected from any potential hazards, on both the inside and outside areas. A full risk assessment is undertaken each year to ensure that all areas of the setting are safe for children. There are clear emergency evacuation procedures in place which are practised each half term to help children develop an understanding on safety. However, when new children start these procedures are not fully implemented to help them to also learn about what to do to keep themselves safe in an emergency. The high staff ratios ensure that children are supervised at all times to promote their well-being and safety.

Staff have developed excellent relationships with parents of children attending the nursery. They have access to a range of policies and procedures that reflect the nursery's good practice at any time. They are kept fully informed on their child's progress through verbal feedback when they are collected. They can also discuss their child's records with staff at any time. Parents are encouraged to add comments on their child's learning and development at home, so that they are fully involved and can support their child's learning. The nursery provides parents with regular newsletters that keep them fully informed on any topics, activities or changes within the nursery. Feedback is sought from parents on any proposed changes to the nursery's practice or the environment. Parents can also support their child's early education at the nursery through joining the committee. There is a good relationship between the primary school and staff to ensure that children are fully supported for a smooth transition when they transfer to full-time education. Staff at the nursery have developed good relationships with other settings delivering the Early Years Foundation Stage. Information on children learning and development is exchanged so that they are fully supported between the two settings.

The majority of staff hold early years qualifications or are undertaking training. This helps to support children in their learning and development. All staff have input, with planning activities each week around the individual needs of their key children. The staff are supported in attending further training for their continued professional development to extend their knowledge. Through the self-evaluation process, the nursery's practice has been reviewed and evaluated and areas for development to benefit children's learning and development have been identified. The nursery has in place a range of policies and procedures to support their good practice which are regularly reviewed. Feedback from parents on the nursery's practice is also obtained through regular 'have a go' days, parents meetings and fundraising events. As part of their evaluation and feedback received from parents,

the outside area is being developed to improve children's outside physical play experience.

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

Children are provided with a variety of different foods for snacks which effectively promotes their healthy development. Children's independence is promoted as snack is on a rolling plan and children can make choices on the food they want to eat. All children are supported in developing an excellent understanding around personal hygiene, as they all know that they need to wash their hands before eating. Free access to the outside play area ensures that children are developing a positive understanding of how to keep themselves healthy through regular exercise and fresh air. There is a range of improvements to the outside area planned. Children can access the outside in all weathers to help to develop their understanding on the environment. Children are provided with a wide variety of different resources and equipment in the outside play area to promote their physical development well and their progress in all areas of their learning. All accident records are kept up-to-date and include parent's signatures to ensure they are kept fully informed on any concerns regarding their child's health. Staff have undertaken training to develop their knowledge in supporting children with additional health and medical needs to ensure that all children are welcomed and have their welfare fully supported. The setting has received a five star rating from environmental health with regard to their kitchen and food preparation.

Children enjoy exploring the outside play area; they have free access to a wide range of large equipment to support their healthy growth and development. They look at insects they have found and learn to handle them carefully, and compare a centipede with a ladybird, which helps with their problem-solving skills and learning about the environment. Children use cut-out hand shapes and stick leaves on to create autumn pictures. They make flowers as they learn about the different seasons and the natural world. Children learn about volume and capacity as they fill and empty containers during sand play. Through drawing, colouring and painting, children are developing their pencil control in readiness for writing. Some children are able to write out their names and form the letters correctly. Some children can count to ten and recognise the numerals to match the number of objects they can count. Children's independence is promoted as they can eat snack when they are ready as it is made available for an extended time during the session to allow children to meet their own needs. They have strong self-care skills as they pour their own drinks and clear away their plates and cups after eating at snack time. Children enjoy looking at books they have chosen and staff read stories. They ask them questions about what they can see in the pictures to develop their thinking skills, speech and language. Children use binoculars in the outside area to observe living things in their environment. Children are able to self-select resources as they are stored in boxes within their reach. This promotes their independence and ensures that all children are able to make choices about what they play with. Children's confidence and self-esteem is promoted as they are encouraged to stand up in front of the other children and sing a song that they have chosen.

Staff undertake regular observations on children's play to understand their individual interests and to identify the next steps in their learning. Staff meet regularly to discuss and plan for children's learning, to ensure that children's individual interests and learning needs are incorporated into the weekly plans so that they are supported to make good progress in their learning. The plans show both adult and child-led activities that meet their individual interests and learning needs. Children's learning journey records link the observation undertaken by staff to the six areas of learning to show that children are receiving a broad and balanced curriculum. There is a wide range of resources in place to help children learn about diversity and the beliefs of others. Children also participate in a range of activities around different cultural festivals throughout the year. This helps them to develop a positive understanding of people's differences, other cultures and their beliefs. Parents are invited to come in and share their beliefs by attending a session and to talk about the different customs, food and activities they do when they are celebrating their own beliefs.

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	1
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	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	1
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