

Littleleaps

Inspection report for early years provision

Unique reference number	EY367483
Inspection date	18/10/2011
Inspector	Lynn Dent

Setting address	The Bungalow, Gonerby Road, Gonerby Hill Foot, GRANTHAM, Lincolnshire, NG31 8HQ
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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

Littleleaps opened in 2007 and operates from a converted bungalow in Gonerby Hill Foot on the outskirts of Grantham, Lincolnshire. All children share access to a secure outdoor play area.

Littleleaps is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 28 children from two to under eight years at any one time. There are currently 61 children aged from two to eleven years on roll, of these, 15 are under five years of age.

The setting is open Monday and Friday from 7.30 to 9am and 3.00 to 6pm. Then Tuesday, Wednesday and Thursday from 7.30am to 6pm throughout the year, closing for one week between Christmas and New Year and for bank holidays. The setting provides care for children from the local and surrounding areas.

The setting currently supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding. The owners employ eight staff. Of these, seven hold appropriate early years qualifications, one is working towards a qualification and one member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and confident in the setting because staff effectively engage them in a wide range of stimulating activities. All children are making good progress in their learning and development because their individual needs are recognised and met. All children benefit from the inclusive practice which involves positive relationships with parents, other settings that children attend and other professionals when needed. The outdoor play area is well-planned and used to extend children's learning in a variety of ways. Overall children are kept safe due to the efficient safety procedures in place. Effective systems enable the management to self-evaluate the provision and identify areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the labelling for the outdoor play area
- make the blower for the bouncy castle safe or inaccessible to children.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the staff clearly understand how to record and report concerns internally and to the appropriate authorities. Robust recruitment and vetting procedures ensure all adults working with children are suitable to do so. Children play in a safe environment because staff check the premises and resources daily. However, on the day of inspection the blower for the bouncy castle posed a risk to children's safety as it had been left in the corridor near the toilets. The management explained that this should be stored in a cupboard. The record of risk assessments shows overall the setting has identified potential hazards and takes appropriate action to remove these. Further risk assessments are undertaken before children play outdoors and go on outings ensuring that children are kept safe during these times.

The learning environment is effectively organised allowing children to move around different activities and free-flow to the outdoor play area. Both the indoor and outdoor play areas are visually stimulating and well-resourced to support all the areas of learning. Labels indoors are clearly displayed in a range of languages ensuring that all children feel valued. Labelling has started to be extended outdoors although this is not yet as effective. Parents receive detailed information about the nursery at induction and a wealth of information is displayed in the setting for them to read. Good relationships with parents benefit the children. Daily discussions, the sharing of learning journeys and parents meetings keep them fully informed of their child's progress and their learning priorities. Partnership working with other agencies, early years providers and schools ensures that inclusive practice is promoted for all children and the transition to school is made easier.

The written policies and procedures are implemented well to underpin the welfare, learning and development of the children. Staff are encouraged to continue their professional development ensuring that their increasing knowledge and skills have a positive affect on the outcomes for the children. All required records about the children are in place and stored securely but readily available at all times. The management uses a range of methods to self-evaluate the effectiveness of the setting and outcomes are monitored through action plans leading to clear identification of targets for further improvement. Any improvements made are evaluated for effectiveness, for example, the setting ceased providing squash for children to drink, giving them a choice of water or milk. On reflection this was re-introduced because it was found that children drank less, therefore, they do not become hydrated.

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

Children feel safe, happy and confident in the nursery because they know the daily routine and staff greet them in a friendly manner. Consequently, they are happy for their parents to leave and quickly settle to the activities provided. Children play harmonious with their friends and happily share toys. On the rare occasion that

children argue, staff manage this sensitively and calmly. All children learn to adopt safe and responsible practices because staff offer guidance while giving freedom to test out their limits such as using the climbing and balancing equipment. Children have a good understanding of healthy lifestyles and actively undertake routine hand washing and eat healthy snacks. Staff take effective steps to prevent the spread of infections by implementing clear procedures when children are ill and carrying out routine cleaning.

Children's language development is well-supported through discussion and the use of games, for example, they are completing jigsaws with words and pictures. Staff spend time helping the children learn the initial sounds of the words. More able children are learning to recognise and read the words. Children have a range of opportunities to make marks and develop their writing skills indoors and in the outdoor play area. Children clearly enjoy looking at books and handle these well. Older/more able children spend time sharing books with their friends, talking about the pictures and counting how many items they see. Older children benefit from a scheme that the setting is part of; children take books and activities home to share with parents.

Children with English as an additional language are effectively supported because staff spend dedicated time supporting their understanding of the English through play, singing rhymes and computer programmes. Words in their own language are displayed in the setting ensuring they feel valued. Staff use circle time effectively to explain the planned activities provided meaning that children understand what they can do and what is expected of them. Time is also provided for them to initiate their own play, for example, they request to play with peg boards and ask for resources to extend their outdoor imaginative play. Children are competent users of the computer and other information technology, for example, they ask to use the camera to take photographs of the towers they have constructed with the building blocks.

Children understand about the changing seasons and how things grow as they spend time caring for strawberries, flowers and herbs in the growing area outdoors. They enjoy playing outdoors because this is stimulating and inventive. Children learn to solve problems as their ball gets stuck in the gulley and pipe system. They pour water into the pipes to flush out the ball. They play musical instruments and show good physical skills as they use balancing and climbing equipment and play mini-golf. Clear planning by the child's key person ensures that all children receive a balanced range of stimulating experiences which are evaluated to ensure that the learning intentions are met. Consequently, children receive developmentally appropriate experiences enabling them to make good progress in all the areas of learning. Staff spend time observing the children, recording their progress and identifying their next steps which inform future planning resulting in good outcomes for all children.

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