

# Little Learners Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	205287
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Liz Owen
<b>Setting address</b>	Bayton C of E Primary School, Bayton, Kidderminster, Worcestershire, DY14 9LG
<b>Telephone number</b>	01299 832855
<b>Email</b>	
<b>Type of setting</b>	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 Learners Nursery opened in 1997 and operates from a demountable building in the grounds of Bayton Church of England Primary School in the village of Bayton, close to the town of Kidderminster. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises is accessible.

The nursery is registered on the Early Years register. A maximum of 24 children may attend at any one time. There are currently 18 children aged from two years to five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The provision also offers before and after school care and a holiday club for children over five years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery employs seven members of staff. All staff hold an appropriate early years or play work qualification to National Vocational Qualification Level two. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's welfare and safety is given a high priority and policies and procedures are based on the excellent practice used within the setting. Children settle well in this welcoming and well-managed nursery and form close relationships with the staff. The children develop behaviour appropriate to good learners and enjoy a balanced programme of free play and planned activities indoors and outside that support their learning and development well. The good partnership with parents, carers and other agencies and practitioners contributes to children's welfare and development. The management and staff work exceedingly well together to ensure ongoing development of the nursery and have established robust evaluation and support systems to enable this to happen.

## **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 observations further to consistently make links to the 'Development matters' prompts and improve systems to plan the next steps for the developmental progress specifically in relation to the two-year-old children.

## **The effectiveness of leadership and management of the early years provision**

Little Learners Nursery is exceedingly well-managed. The day-to-day organisation of the provision is highly effective in ensuring children are well protected and safeguarded. The staff have a clear understanding of their roles and responsibilities if they have concerns about a child in their care. Safeguarding policies and procedures are regularly reviewed and updated and information from training used to improve practice. For example, Child Exploitation and Online Protection (CEOP) training has equipped staff with the knowledge to manage children's safety when using computer equipment. This is particularly relevant to the older children using the out of school provision and aids staff in talking to children about such issues. Recruitment and vetting arrangements are robust, with a clear induction process and ongoing staff appraisals. The professional development of all staff is actively promoted. This ensures staff have a clear understanding of their roles within the nursery. Staff are well deployed and have designated areas of responsibility. The health and safety officer ensures risk assessments and safety checks are exceedingly well managed. All staff are kept aware of safety issues through discussions and using the risk assessment documents. Consequently, children are cared for in a safe and secure environment. The rigorous and extensive systems for monitoring and evaluating the excellent practice used within the nursery clearly reflect the management and staffs understanding of the Early Years Foundation Stage and the effective way training is used to improve practice and outcomes for children.

The effective key worker system ensures that children's individual needs are exceedingly well supported. The staff demonstrate an excellent understanding of the children in their key groups. This enables them to provide planned activities that clearly reflect children's interests and developmental needs. The nursery makes excellent use of space, both indoors and outside, to promote children's learning. For example, the Forest school provides extensive opportunities for children to acquire new skills, using imaginative and exciting activities out of doors. The Forest school leader has noted the positive benefits to children's development and behaviour using Forest school activities. Toys and equipment are of good quality and easily accessible to the children. This enables them to develop their independence and self-choice.

Parents and carers are made welcome within the nursery and are encouraged to play as full a role as possible in their child's learning and development. Information is shared on children's achievements and parents are able to contribute information either verbally through the key worker or by using a home liaison book to write information that will help staff care for the children. During National Parents Week parents are welcomed into the nursery to share a skill or experience with the children, such as bringing in a new baby, reading a story or demonstrating face painting. This enhances children's learning experiences and provides good opportunities for parents to play a role within the nursery. All required information needed to ensure children's welfare and safety is obtained from parents on admission. Parents are provided with access to all policies and procedures and any updated information. The views of parents are sought through

a questionnaire and comments written in the suggestion book. The nursery is highly committed to working in partnership with others. The manager has taken the lead in contacting other settings children attend or have attended in order to obtain information which will enable staff to provide a consistency of care and learning. There is a good partnership between the nursery and the local school which benefits children as they make the transition from nursery into full-time school. The nursery's special educational needs coordinator provides support and shares information with parents and interagency teams to ensure that each child gets the support he or she needs. The equal opportunities officer is responsible for promoting equality and diversity by ensuring the environment is suitable and for providing activities within the curriculum that raise children's awareness of diversity.

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

Children demonstrate very good progress in developing skills that will help them in the future. Their independence, curiosity, imagination and concentration are developing exceedingly well. Children are active learners who enjoy the extensive range of activities provided. The displays of children's work around the nursery illustrate children's involvement in a wide and varied range of topics. It shows their ability to be creative, use colour, patterns and shapes and to use tools and equipment to produce individual pieces of work. Children's key workers organise sessions that provide a balance between child-initiated and adult-focused activities. Children develop their interests as they independently choose activities they are interested in. The key worker uses adult-focused activities to help children develop new skills and understanding linked to the development matters prompts and the six areas of learning. Children's progress is assessed through observations by the key worker. However, systems for recording children's progress currently do not give a full picture of children's actual developmental progress towards the early learning goals. Although there are good systems in place to identify the next steps for most children, this is less effective for the two-year-old children for whom the curriculum is less structured.

Children enjoy inventing their own games, such as using a length of drainpipe to roll cars down. This helps develop problem-solving as the children work out how to make cars move faster by raising the height of the drainpipe. Through the excellent interaction with the children, the staff promote children's learning by modelling language, asking and responding to questions. For example, when playing with dough children happily chat to each other and with a member of staff. They develop their conversational skills as they talk about what they are doing and relate to other experiences, such as talking about a visit to the safari park as they cut out animal shapes using cutters and dough. The extensive outdoor area provides opportunities for children to get fresh air and exercise and also participate in similar activities to those provided indoors. Children's interests are extended and used imaginatively to allow ideas to be consolidated. For example, children have used hammers to grind down chalk to mix with water to make paint. They also use mallets during Forest school activities.

Children's feeling of safety and security is promoted exceptionally well and helps children to develop a bond with their key worker and sense of belonging to the nursery. Strategies for managing behaviour work well, resulting in children learning to play cooperatively and negotiate with other children. During circle time a child is chosen to take home the 'Marvellous Me' box, in which they put special treasures to bring back and share with the group. The sense of pride demonstrated by the child chosen definitely promotes a feeling of self-worth and self-esteem. Activities that raise children's awareness of diversity are regularly included in the curriculum. Children have enjoyed tasting Indian food and made a display of Mehdi patterns. They learn about the natural world, observing natural materials on the nature table, growing vegetables to eat at snack time and learning about the weather. Children confidently use technology. They have access to a computer and displays show children's proficiency in printed pictures they have made. They independently use tape recorders and CD players, choosing CD's, inserting them into the player and switching on the music independently.

Children learn about keeping themselves safe through discussions, stories and visitors to the setting, such as community police officer who talks to children about keeping themselves safe. The manager is looking for ways to further enhance opportunities to teach children about personal safety without causing children to be fearful. Children are well supervised as the adult to child ratio is maintained to a high level. Staff sensitively monitor children's play to ensure safety and use gentle reminders of rules and codes of behaviour so that children can use toys and equipment safely and appropriately. Children demonstrate they understand personal hygiene, washing their hands and using tissues. Children benefit from the healthy snacks and cooked meals which take into account children's individual dietary needs and introduces them to a good range of healthy foods. Children develop social skills and manners as they sit together for meals alongside staff. Children who had packed lunches are encouraged to eat healthily. Physical play and exercise takes place indoors and outside. Children benefit from the extensive outdoor play area equipped with large physical play equipment for climbing and balancing. Exercise sessions, such as 'Sticky Kids', enable children to develop their coordination and sense of movement.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	2
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