

Little Me Nursery

Inspection report for early years provision

Unique reference number 223236
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Inspector Debra Davey

Setting address Bramley House, 25 Main Street, Foxton, Market
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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 Me Nursery was registered in 2000. It is owned and managed privately from the ground floor of converted domestic premises in the village of Foxton, Leicestershire. The nursery has a fully enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens each week day from 8am to 6pm, 51 weeks of the year, excluding, bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 35 children may attend the nursery at any one time, all of whom, may be in the Early Years Foundation Stage. There are currently 40 children attending who are within the early years age range. The setting provides funded early education to three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff, all, of whom, hold appropriate childcare qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which contributes towards ensuring that children make good progress in their learning in this welcoming environment. Staff have a good knowledge of safeguarding matters. Procedures and practices contribute towards the safety and welfare of the children. Partnerships with parents are effective and positively contribute towards children's learning and development. Partnerships in the wider context are used to promote sound care and education. The settings capacity for well-targeted continual self-evaluation and improvement is good.

What steps need to be taken to improve provision further?

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

- enhance children's independence with particular reference to snack time
- develop further systems for sharing learning and development information with other practitioners who deliver the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a

child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. Children receive care in a nursery that is safe and secure. There are clear written risk assessments which ensure that hazards are identified. As a result, risks to children are minimised. Regular fire drills are carried out ensuring that children understand how to evacuate the premises in the case of an emergency. There are suitable arrangements for first aid, recording accidents, administering medication and nappy changing. As a result, children's welfare and care requirements are met. The identification of visitors is routinely checked as part of the settings efficient risk assessment procedures.

The nursery is effectively led by the manager, supported by staff who are fully committed to providing quality learning experiences for the children. Regular staff meetings and positive partnerships with parents ensure that the evaluation of the provision is inclusive and purposeful. Staff work well as a team and are committed to improving outcomes for children. Systems to monitor and evaluate the nursery's strengths and areas for development are in place. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

The nursery has created strong links with a local primary school to ensure continuity of care and development during transition times. However, links with other settings providing the Early Years Foundation Stage are not as robust. Therefore children's welfare is not as vigorously addressed. The indoor environment is welcoming and provides good opportunities for children to make choices about their own learning and play. This encourages independence for children. However, not all opportunities are maximised, for example, children do not always choose and serve their own snack. In the main, adults support children in their learning and development and create an appropriate environment so that children are able to play & explore both indoors and outdoors. Resources are age appropriate and are accessible to children and are appropriate in supporting children's development in all six areas of learning. Children benefit from parental involvement in their learning in the setting. The nursery ensures that parents receive good quality information about the provision. Parents are encouraged to contribute to their children's Learning Journey profiles. The nursery fosters good relationships with other professionals to support children with special needs and/or disabilities.

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

Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Resources are purposeful and developmentally

appropriate. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern.

Children have access to an outdoor area in which they can access a variety of resources to promote their holistic development across all six areas of learning. High ratios of staff are successfully deployed to ensure that children are kept safe at all times. Children enjoy being outdoors. They are able to run around the enclosed garden and push wheel barrows with their friends. Larger muscle groups are further developed as children clamber on climbing frames or hide underneath them. Children get excited as they throw balloons in to the air and try to catch them. They laugh and giggle as they chase the balloons, 'look it bounced' they say as they stretch and reach together to capture the balloon, broadening their collaborative skills. Children's sensory development is enhanced as they create collages or play in sand and water. Children engage in representational play, developing their creativity and imagination as they use a calculator as a mobile phone, holding it to their ear to say 'hello'.

Younger children enjoy using their hands to splash in water. They smile and babble to adults as they move their hands up and down. Their emerging speech is embraced and acknowledged as adults praise them and support their play. As a result, children feel their contributions are valued, raising their self-esteem and confidence to play independently. Children foster good relationships with staff as a result of an effective keyworker system. They are inquisitive and inclusive in their approach to play and learning. Children have many opportunities to socialise with children of differing ages. They model good behaviour and take responsibility in the setting by supporting their younger friends. For example, children show others how to clear away their used plates and cutlery after eating.

Children feel safe and have a good understanding of safety issues. For example, children remind friends to pick up books that have been left on the floor to avoid slipping on them. Staff remind children of safety procedures. For example, staff remind children to use two hands to avoid falling when climbing the steps on a climbing frame. Spontaneous opportunities are used to develop children's problem solving and understanding of dangers as they move chairs away from doors to avoid being struck should it be opened. Children understand and adopt good hygiene practices. For example, children flannel their faces independently after lunch. Children make choices and decisions about what to eat. Their choices are acknowledged and supported by staff. Regular praise ensures that children's contributions are valued. Children make good progress in communication, literacy, numeracy and information and communication technology. Their understanding of the wider world is demonstrated through their play. Children access computers and create drawings as they competently navigate with the mouse. Their pictures are printed off, ready to be taken home in order for their learning and progress to be shared with parents and carers. Other resources, such as, telephones, computers and electronic toys enrich children's skills for the future.

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

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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