

Little Oaks Day Nursery & Childcare @ Carcroft

Inspection report for early years provision

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Inspection date	10/11/2011
Inspector	Linda Filewood

Setting address	Carcroft Primary School, Owston Road, Carcroft, DONCASTER, South Yorkshire, DN6 8DR
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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 Oaks Day Nursery & Childcare @ Carcroft is one of two privately owned nurseries operated by Little Oaks Day Nursery & Childcare Ltd and re-registered in 2011. It is situated in Carcroft Primary School, operates from a converted classroom and hall, and has strong links with the school. All children share access to a secure enclosed outdoor play area.

The setting is open each weekday from 7am to 6pm all year round, with the exception of Bank Holidays and between Christmas and the New Year. Children are able to attend for a variety of sessions. A maximum of 52 children may attend the setting at any one time. There are currently 67 children attending who are within the Early Years Foundation Stage. The setting also offers care to children ages over five years to eight years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 16 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2, 14 hold level 3 and above, and one holds Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff support children's welfare, learning and development extremely successfully through an excellent knowledge of each child's unique needs. As a result, all children are making significant progress given their age, ability and starting points. All children settle quickly into the homely environment created by the nursery staff. Comprehensive policies, procedures and well-maintained records underpin the efficient practice of the provision and the majority meet regulatory requirements. The outstanding partnership with parents, outside agencies and other settings children attend has a significant impact on children's care. Good evaluation and monitoring of the provision identifies strengths and areas to develop, resulting in effective, ongoing improvement in the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's
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welfare).

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

- continue to lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will continue to improve the high quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to safeguard children and ensure that staff place strong emphasis on promoting children's welfare. All staff undergo regular safeguarding training to ensure they are familiar with what to do if they have any concerns. Documentation is readily available and demonstrates very clearly the comprehensive systems in place to support children. However, although the provision gains written permission to transport a child to hospital, this does not clearly give staff permission to seek any necessary emergency medical advice or treatment. This is a breach of welfare requirements. The risk assessments are robust for all areas of the provision, indoors, outdoors and on outings, minimising any potential risks to children. Staff organise the abundant, high quality resources and use space exceedingly well to support children's learning. Children benefit from an environment which is rich in promoting the wider world through bright, colourful posters, labelling and artwork depicting positive attitudes towards gender, disability and other cultures. All children are warmly welcomed and play an extensive and full role in the setting because of the exceptional value staff place on children's individuality.

The excellent partnership working with parents ensures that all relevant information is shared regularly to support children's welfare and learning. Parents have an extremely high regard for the staff and the care their children receive while at the provision. They feel valued and know staff take their views and their ideas into account. Staff work extremely closely with parents, carers and other professionals to overcome barriers to children's involvement and achievement. They make the best possible provision to meet the children's differing needs and attend well-targeted training to extend their knowledge and support. The partnership with parents, the local schools and other settings delivering the Early Years Foundation Stage Framework is very strong. This contributes significantly to ensuring that they consistently meet the needs of all children and there is a smooth transition from one provider to another.

The monitoring and evaluation systems for the provision are good and include the views of parents, children, the headteacher, the children's centre manager and outside agencies, as well as staff. They ensure that methods of assessment cover all areas of the Early Years Foundation Stage learning and development requirements. Consequently, the provision maintains all aspects of children's care

and learning progress to a high standard and this results in excellent outcomes for children.

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

The setting offers children a welcoming, homely environment where they feel safe, included and stimulated to learn. All children are comfortable in the nursery routines. This makes them feel safe and secure, and as a result they settle quickly to play. Relationships between staff and children are excellent. Staff have a very clear understanding of how young children learn and each child experiences rich, varied and imaginative play opportunities tailored to their needs and capabilities. Staff thoroughly assess all children's individual needs, sometimes with the support of outside agencies, and each child has an individual plan. Consequently, each child receives the close attention that they need to achieve the best outcomes, and all children are making significant progress in their learning and development. Children learn through play independently and in small groups. This helps to foster the development of their social skills and staff respond superbly to them. They capably engage children in conversations that extend their thinking and language skills, particularly when recalling the day's events. As a result, children are progressing extremely well and are developing excellent skills for the future. Staff give children the time they need to express themselves in different ways and make additional use of Makaton signing in all aspects of nursery life.

Children are interested, enthusiastic and motivated. They show a good sense of belonging and play a full and active part in the daily routines of the setting. Staff skilfully encourage children to make the most of all the learning experiences available to them, make choices in their play and take responsibility. As a result, children become increasingly proficient at making decisions, selecting their materials and returning them to their rightful place when tidying up. They are learning to use equipment responsibly and safely. Staff use effective strategies to promote good behaviour and children respond very well to the clear and consistent boundaries. Consequently, all children's behaviour is extremely good; they play harmoniously and enjoy the social atmosphere at meal times as they sit together. Children enjoy healthy, nutritious meals that are freshly cooked on the school premises. Their self-help skills are well developed and older babies and toddlers receive encouragement to use spoons and become independent in feeding themselves. Children show a good awareness of healthy practices. They follow good hygiene routines and older children mark their 'five a day' fruit and vegetables on a chart. Older children are learning about the food they eat and enjoy tasting and smelling the vegetables and herbs they grow. Daily outdoor play in all weathers allows children to maintain a healthy lifestyle. The provision offers opportunities for all children to enjoy fresh air in covered areas in inclement weather.

The provision gives high priority to developing children's curiosity and imagination. For example, children explore and investigate the patterns made by their fingers in foam or the way a ball lights up with different colours as they roll it. They play with real fruit and vegetables in the house corner and recognise the packet of breakfast

cereal they eat at home. Young children follow a topic of 'homes' and look at the different houses they live in. This extends for older children to looking at different buildings of significant interest in the world, depicted on a map. This supports children's knowledge and understanding of the wider world. Children enjoy looking at books and choose from an abundant range. Very young children point to pictures of the animals they recognise and confidently make the sounds the animals make. Children whose concentration skills are developing receive excellent support from staff, using words and sign language to encourage them to look for items in a picture, such as a butterfly, and they respond well to staff praise.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	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