

# Little Darwins Nursery

Inspection report for early years provision

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**Unique reference number**

EY416623

**Inspection date**

18/11/2011

**Inspector**

Lynn Clements

**Setting address**

Rettendon School, Main Road, Rettendon Common,  
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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 Darwins Nursery is run by The Rettendon Community Academy Community Interest Company. It opened in 2011 and operates from purpose-built premises adjacent to Rettendon Primary School, Essex. All children share access to a secure, enclosed, outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children, all of whom may be in the early years age range, and 20 of whom may be under two years at any one time. There are currently 20 children in the nursery on roll of these, 10 are in receipt of early education funding.

The nursery opens every weekday, all year round. Opening times are from 7am until 7pm. The nursery operates a breakfast and after school club during term times and in the school holidays they operate a holiday club for older children. The nursery employs 10 staff, five of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

All members of staff know the children well and they use this information to support each child's learning and development to a good standard. Children enjoy learning about the local environment where they live in this safe and secure setting. Partnerships with others such as the local primary school and those with parents and carers are exceptional and significant in making sure that the needs of all children are met exceedingly well, including those who require additional support. This attention makes sure that children progress well given their age, ability and starting points. All staff in the setting share their ideas with management and these are used effectively to support the continued development of the nursery.

## **What steps need to be taken to improve provision further?**

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

- make sure that permission is sought at the time of placement for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 02/12/2011

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

- re-appraise risk assessments to make sure that they include everything with which a child may come into contact.

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

All staff have a clear understanding about how to make referrals to the relevant agencies should they have a child protection concern. There are robust procedures in place with regard to staff vetting and recruitment in order to protect children from harm. Risk assessments are conducted, although there is a minor weakness with regard to making sure that all potential hazards are identified and addressed. For example, how babies are kept safe when visiting the toddler room. There is a range of relevant policies and procedures which are shared with parents, carers and staff and implemented in practice in order to support the smooth running of the setting and provide positive outcomes for the children. Records required by legislation are in place, however, the setting do not make sure that all relevant permission is requested at the time of placement, specifically for the seeking of any necessary medical advice or treatment. This is a requirement of the Statutory Framework for the Early Years Foundation Stage, this is a minor breach and has no impact on the safety and well-being of the children. It been taken forward at this inspection. Staff have completed paediatric first aid training helping them to take appropriate action in the event of an emergency. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Children clearly benefit and thrive as a result of the setting they are in. In addition to their own excellent resources, the nursery has exceptionally close working links with the school. As a result, equipment and specialist resources, including the reception class Early Years Foundation Stage teacher and the Head teacher all provide excellent support for the nursery. The provider is taking well-considered steps to ensure resources and the environments are fully sustainable.

Staff actively promote equality and diversity. They have a good knowledge of each child's backgrounds and needs and ensure that their own knowledge about different cultures is up-to-date. Staff work as a team to identify a child's need for additional support as early as possible: they share information and records with parents and, where appropriate, with interagency teams to ensure that each child gets the support they needs. The setting is highly committed to working in partnership with others. There are well-established channels of communications between all partners involved with individual children, which successfully promotes their learning, development and welfare. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. The setting provides tailored guidance and information about precise ways parents and carers can support their children's learning across different areas. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the settings work. Leaders and managers communicate ambition and drive and secure improvement well. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. All staff are attentive to the needs of the families and adapt their service to meet user needs well.

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

Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Children also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. They have good relationships with members of staff and behaviour is good. Children play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Teaching methods spur the children into active learning as they investigate and observe for themselves. Staff make clear observations of the children as they learn through play. These are collated and the Practice Guidance for the Early Years Foundation Stage is accessed to ensure that assessment for learning is effective. Information about each child and the progress they are making, along with what interests them is used well to help key staff plan for their next steps towards the early learning goals.

Children are confident communicators. They enjoy sharing stories and asking questions. Children benefit from mark making opportunities and are competent in linking sounds and letters, for instance, as they sound out the letters of their name as they collect name cards at snack time. Children enjoy joining key stage one children in the main school for physical education lessons. They have fun and learn how their bodies can move in different ways. For example, how they can balance on beams, climb ladders and jump and land safely. They demonstrate how to stop and move safely and children share their understanding about keeping themselves safe, for example, as they talk with adults about not climbing past the red tape in the ladder as it may be dangerous because you might fall. Children explore simple technology such as battery operated tills and phones. They enjoy using their imagination in the role play area and have great fun riding wheeled toys and playing outside. Children enjoy exploring different colour paints, mixing them together to create even more colours. They explore the texture as they have great fun painting their hands then making prints on paper. Children notice change as they mix white paint with navy blue paint and notice that it becomes light blue in colour. Children's understanding of the wider world is developed through open discussions, visual aids, resources and interesting topics. For instance, they explore the festival of light as they study Divali. Children use positional language as they play, for example, as they talk about climbing higher on apparatus of crawling underneath the slide. They demonstrate good self-help skills as they capably put on their coats and shoes ready to go outside or as they change into sports kit, ready for physical education lessons. Children problem solve as they sort and sequence objects by colour, type and shape. They really enjoy their learning and become active, creative learners who think critically whilst participating in all activities.

Children show an excellent understanding of healthy eating and make healthy

choices at snack and meal times. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children have ownership of their health and well-being and demonstrate they are well informed about healthy living. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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