

Little Nivan

Inspection report for early years provision

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Inspector	Jenny Kane

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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*.

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Description of the setting

Little Nivan Pre-school nursery opened in 2011. It is one of two settings run by the same owner. There are close links with the sister nursery where children move to when they reach the age of three years. Little Nivan operates from the First Church of Christ the Scientist in Tunbridge Wells. The hall is on the lower ground floor. Children have access to a secure enclosed outdoor play area. It is open currently on Tuesdays and Thursdays from 9am to midday, term time only. The pre-school playgroup serves the local and surrounding areas.

Little Nivan is registered on the Early Years Register. A maximum of 16 children from two years to the end of the early years age group may attend at any one time. There are currently nine children aged between two and three years on roll. The pre-school does not provide funded early education. The staff supports children who speak English as an additional language. There are three members of staff, two of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy positive relationships with staff who know them very well. Staff have a clear understanding of how to implement the Early Years Foundation Stage framework. Consequently, children make good progress overall in their learning in relation to their starting points. Staff generally make effective use of the hall, despite the constraints of its use, to create a welcoming play environment. Engagement with parents, carers and others is good, which helps to provide continuity of care. Staff informally identify areas for improvement and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems to monitor children's progress and consider how to fully involve the parents in these
- improve the environment through further use of labelling, signs, and displays.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of child protection issues and procedures to follow should they have a concern. They update their knowledge regularly. The safeguarding policy is clear and shared with parents so they fully understand the

group's responsibilities. The vetting procedures which are in place help to ensure all adults having contact with the children are suitable. Staff take the lead for particular aspects of the group, for example, safeguarding and planning. Risk assessment is carried out on a daily basis to make sure all areas and equipment used by the children are safe and any risks are minimised. Despite some constraints of the accommodation, the staff manage to make the environment child-friendly and conducive to children's learning. Accessible toys and equipment are in good supply, with many reflecting diversity and positive images. Staff have a good awareness and strong commitment to promoting equality and diversity. This is a small group where staff give children a very good deal of attention, ensuring their individual needs are met well. Where children are identified as needing extra help, this is quickly obtained through working with other professionals. There are well-established links with the sister nursery where children transfer when they are old enough to receive the early education funding. The sharing of some staff and the good communication ensure children's transitions are smooth.

Positive partnerships are in place with parents and carers. Having established children's starting points when they first start, parents continue to share information and work with their child's key person. This helps to keep parents well informed about how their children are progressing and achieving. The children's development records are not yet fully established but hold some observations and show that children are making good progress in their learning. These folders are not routinely shared with parents, which mean they are not contributing to their child's written appraisals or being fully able to support their children's learning at home. Written information for parents is clear, informative, regularly updated and reviewed. Policies and procedures are readily available and shared with parents. Children's records and documents are kept confidently and securely. Parents are very happy with the service and make positive comments when asked for feedback. They particularly like the smallness of the group, the friendliness of the staff and the links with 'big nivan'. They remark on the good communication, that they know their child's key person, feel well informed and enjoy the social events.

The owner confidently delegates responsibility for the day-to-day running of the group to the manager and her staff. Staff working with the children are experienced, have a range of skills and team working is good. They are well supported; enjoy regular staff meetings and in-house training. The manager is enthusiastic and motivates her staff well. She and the owner have high aims and ambitions for the future of the group. Although there is as yet no formalised self-evaluation, staff demonstrate a good awareness of their strengths and weaknesses. There is a clear commitment to continuing to raise standards, helping ensure the outcomes for children continue to improve.

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

Children enjoy their time here, they arrive and settle quickly and demonstrate they are at home in their surroundings. They are achieving well and developing good skills for the future. This is because the manager and staff have a very good

understanding of each child's capabilities and developmental needs. The hall is set out in familiar way on a daily basis. This helps children's continuity and their sense of belonging. However, there is a lack of visual images, labelling and displays of work.

Children are developing good communication skills, explain their ideas and ask for help when needed. They hold conversations with staff who use good questioning skills and listen well to their responses. For example, a small group of children looking at a book talk about houses and who lives in them. One child finds the play telephone and they act out a scenario pretending to ring their families. When children arrive they self-register by finding their name cards and put it onto the chart, helping them to recognise the written word. The book corner is well used for individual play and group times. Children enjoy singing and stories in this comfortable area. One group activity involves children looking at a selection of autumnal items. They look at leaves, conkers and fir cones talking about colour, size and feel. One child uses the magnifying glass to examine a feather before moving off to find other things to look at. Another child matches pieces of number puzzle to the corresponding numbers on the wall chart. Children have fun pouring and measuring the rice using small spoons and cups.

Children extend their physical skills and take part in regular activities, which contribute to keeping them healthy. They have great fun crawling through the play tunnel, waving to each other from different ends. Children find their coats and boots and some can dress themselves for play outside in the garden. They enjoy running up and down on the pathway, taking turns and watching where other children are. The group has identified the garden as an area for development and have some plans for this. During play children learn about their own safety, they help to clear away toys and keep their environment clear. Children understand about hand washing routines before eating snack and after painting, often doing this independently. They show their creativity through singing, the role play area and various craft activities. Children make a lovely mess painting their hands, the fir cones and cardboard tubes. They enjoy this activity and proudly show their creations to staff and visitors. Children move about freely and are learning how to share and cooperate with others. Children receive very good attention and care and as a result their behaviour is good.

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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