

Little Robins Ltd

Inspection report for early years provision

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Inspector

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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 Robins Ltd is privately owned and managed and was registered in 2011. It operates from the schoolhouse within the grounds of Overchurch Primary School in Upton in the Wirral. The nursery is accommodated on two floors of the school house and a portable cabin at the rear of the building. The children share access to a secure outdoor play area. The nursery is open each week day from 8am to 6pm for 51 weeks a year with the exception of bank holidays. The out of school care operates from the school dining hall. The setting is open Monday to Friday from 8am until 9am and from 3.30pm until 6pm, during school term time only and there is a holiday club which runs from 8am until 6pm for all school holidays with the exception of bank holidays and one week at christmas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 63 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for two to four-year-olds. A maximum of 32 children under eight years may attend the out of school care at any one time and also offers care to children aged eight years and over. There are currently 115 children attending, of these 53 are under eight years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 19 members of childcare staff. Of these, 17 hold appropriate early years and playwork qualifications, two are working towards the early years foundation degree and one working towards Early Years Professional Status. The nursery also employs a cook, cleaner and gardener. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment, in which they learn and develop at a good pace. Overall staff's knowledge and skills help to provide children with a good range of activities, which encourages them to become clear and critical thinkers and to extend their learning. Most children are making good progress in their learning and development because the staff know the children well and work closely with their parents. Records are generally well maintained and assist with the monitoring of the effectiveness of the provision. The owners, manager and staff regularly evaluate the quality of the nursery and are well aware of their strengths and weaknesses. They are committed to continually improving their practice that they provide for the children and parents.

What steps need to be taken to improve provision further?

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

- support children further by providing opportunities for them to become more independent especially during snack and meal times
- develop the daily routine further to ensure that there is a good balance of adult-led and child-initiated activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected well in the setting because staff are fully aware of their responsibilities to safeguard children and the procedures to follow, should they have concerns about a child in their care. Children are kept safe whilst in the setting because the staff are vigilant and supervise the children well. Effective use of up-to-date risk assessments supports staff in ensuring the areas used by children are safe. For example, a checklist for staff to follow at the start of each day covers all areas of the nursery, both indoors and outside. This means that children are able to move around the setting safely and freely.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. There is easy access to the toys and resources, which are arranged at a low level to encourage independent play and children to make choices. There is a good amount of resources to promote children's learning about equality and diversity. Staff take into account the children's own backgrounds and use these to plan meaningful activities to teach them about the different festivals and celebrations from around the world. The children also have the opportunity to take part in a French lesson each week, this is then supported by wall displays having words displayed in French and English. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

Partnerships with parents and carers are valued and seen as key to the smooth operation of the childcare arrangements. Parents' responses to questionnaires make their views known and any ideas are incorporated where these will benefit children. Parents are very well informed about all aspect of their child's achievement, well-being and development. Termly parents' meetings ensure that parents are actively involved. Staff work hard to establish strong and effective working relationships with other provisions/professionals, such as the local school and nursery. By arranging meetings, exchanging information and involving parents at all times. These arrangements have a very positive impact on children's confidence and attitudes to learning.

Self-evaluation involves all the staff and provides them with opportunities to reflect on their strengths and weaknesses. They look for ways to improve the nursery and to this end, set themselves ambitious and appropriate targets. The owners and manager communicate drive and ambition. They have nearly completed a building

project to give themselves a new out of school, staff room and extra playrooms to support the children and staff further.

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

Children quickly develop confidence in accessing resources and engaging with adults, as a result of the strong commitment by all staff to support children's individual needs and interests. They communicate confidently, as a result of praise, encouragement and good quality interaction with staff. For example, when painting on the easel, children readily talk about what they have painted to the staff who use praise and ask appropriate questions to develop children's understanding further. Children are encouraged to use mathematical language, when playing a matching game, they talk about which is the longest one and shortest one. There are good opportunities for creative development, for example, through role play, sand, water and playing with musical instruments. Children are encouraged to explore these resources freely, ensuring they have opportunities to develop unique creativity. Children also have many opportunities for mark making, for example, they experiment with different tools in the shaving foam and make patterns. Babies enjoy sensory activities, such as playing with the textured material, feeling it and using their hands to explore the sand and make marks.

Staff place a high emphasis on observing and recording children's interests and using this information to support each child's learning and development. Progress is tracked against age related expectations in the Early Years Foundation Stage so strengths and 'gaps' can be easily spotted. Occasionally, the emphasis on child-initiated play is at the expense of short adult-led sessions and more structured learning to teach specific skills and knowledge. Children acquire a high sense of safety awareness whilst in the setting. They know to walk slowly when using the stairs and to push their chairs under the table. Babies and toddlers develop strong bonds with the staff, which shows their security. Older children are eager to challenge their physical skills, as they rapidly peddling bikes whilst being aware of others using the play areas. All children regularly participate in fire evacuation.

Children's good health is fully supported by freshly cooked nutritious meals, which children look forward to and enjoy. Meal times are sociable occasions and all the children sit together and talk happily to each other. However, there are missed opportunities to fully enhance the children's independence skills, as staff pour drinks and serve the children their meals. Children have daily opportunities for playing outside in the fresh air, there are very good resources to support children's physical skills. For example, they can climb, slide, ride trikes or cars and play in the sand pit. They also enjoy weekly dance lessons where they have the opportunity to develop their physical skills further.

Children behave well in the setting. This is because the staff give clear explanations and set clear boundaries. For example, the staff effectively use the 'happy action tree' which has all the children's names on a leaf. When they have helped tidy away the resources they can choose a bug to go on their leaf for everyone to see. This provides them with a positive respect for each other and

adults and supports their social development 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

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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