

Little Melton Pre-School Nursery

Inspection report for early years provision

Unique reference number	254152
Inspection date	25/11/2011
Inspector	Jane Gay
Setting address	Little Melton Village Hall, Mill Road, LITTLE MELTON, Norfolk, NR9 3NX
Telephone number	01603 812362
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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 Melton Pre-School Nursery opened in 1998. It is situated in the village of Little Melton, Norfolk, operating from the village hall. The nursery serves the local area and the surrounding villages. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm with the option of staying until 1.30pm for lunch on certain days. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 23 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is managed by a voluntary management committee of parents and employs four members of childcare staff who all hold appropriate early years qualifications. The nursery also employs an administrative assistant. 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 are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development. The nursery provides a broad range of activities in both the indoor and outdoor environments to support most areas of their learning. Children's individual needs are effectively met because staff know the children well and they have good partnerships with parents and carers. The staff are well qualified and work well as a team with good communication between each other. The setting is committed to further improvement; self-evaluation is good and actions identified at the last inspection have been fully addressed. Most records are in place to ensure children's safety and welfare.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 25/11/2011

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

- create an environment rich in print where children can learn about words, for example using names and labels, signs and symbols
- provide opportunities and resources to enable children to gain an awareness of the beliefs and cultures of others.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures. They update their training and follow detailed policies and procedures. All staff and committee members undergo enhanced Criminal Records Bureau checks and sign an annual declaration of their ongoing suitability. The premises are secured to prevent unauthorised access. Detailed risk assessments are completed, with risks identified and action taken, and a daily check is made of both the indoor and outside areas. Fire exits are clear and the evacuation procedure is regularly practised and evaluated; this means that staff and children are familiar with the procedure. Following the last inspection, records of children's hour of attendance are maintained as well as comprehensive records of the administration of medication. However, the nursery does not collect the required information about who has legal contact with a child and who has parental responsibility or details of with whom the child lives. This is a breach of a welfare requirement which compromises the safety of children.

Staff are appropriately qualified and display a good knowledge of the Early Years Foundation Stage. The environment is well organised into different areas and there is also accessible storage, which means that children are able to self-select resources for themselves. Staff have a firm commitment to professional development. Self-evaluation is undertaken by the staff and committee regularly; this ensures that areas for improvement are identified and relevant plans are developed for the future.

The staff have developed close relationships with parents and carers of the children attending the nursery. The key person system ensures that the staff have a secure understanding of each individual child. Parents are able to access their child's 'learning stories' and are encouraged to contribute to these. Contact books are also used for keeping parents informed of what their child has been doing at the setting. Parents also use these to share information with the staff. The setting works with parents and health care professionals to ensure the needs of individual children are met, as parents share information about the child when they first attend the setting. They complete sheets, which include information on what their child can do and their likes and dislikes. These are updated regularly during the child's time at the setting. All children are included fully in the life of the setting and good communication between staff and parents ensures continuity of care. However children are not effectively helped to understand differences in the society they live in.

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

Staff plan activities thoroughly to ensure each child makes good progress towards the early learning goals in all areas of learning. However, there are few examples of print displayed in the nursery, which means the children's literacy skills are not supported appropriately. The key person system ensures staff are well informed about each child and regular observations are used to identify next steps, which are reflected in the planning. Children have good opportunities to make choices about their own learning as they access a range of resources both indoors and outside, and they are reminded by staff that they can ask for something which they cannot get for themselves.

Children talk confidently with adults and other children in their play, for example, 'I'm making an ice cream. It's mint with chocolate.' At carpet time the children are encouraged to share their news, show a favourite book and demonstrate how fast their toy car can travel and discuss the colour of it. There are many opportunities for counting, for example the number of children on the carpet, for example, pictures on the number poster, and cutters on the play dough table. Children eagerly join in with counting songs on the carpet and demonstrate a secure understanding of counting. Number and shape puzzles are freely available for the children to select. Staff use opportunities to talk about size, for example 'Are you going to choose a thick or thin brush?' Children select various creative activities, such as painting, cutting and sticking, and demonstrate skilful use of tools. The role play area provides good opportunities for playing buses and children play together, selling tickets and driving the bus. There are pictures around the setting showing children enjoying activities outside; swirling, twisting and dancing, and walks in the snow around the village.

Children feel safe and secure at the setting as they arrive happily and quickly settle to chosen activities. They are reminded when to play safely, for example when jumping off the cushions, and they are able to explain why certain behaviour is not safe for themselves or others. They use tools carefully and are guided appropriately by staff, for example when using scissors. The children form close relationships with staff and readily approach adults for help or for conversation.

Children are encouraged to lead healthy lifestyles. Drinking water is always available and children are provided with healthy choices at snack time; fresh and dried fruit, vegetables and breadsticks. Children are active and take part in physical activities indoors and outside. The children display good hygiene practices in their daily routines and are becoming independent as they perform everyday tasks for themselves, such as putting on a coat to play outside or collecting a pot of water to paint outside.

Children behave well in the nursery and clear boundaries are set. They play together in small groups and learn to take turns. Staff support the children when necessary, for example playing a board game with a small group of children or guiding them at the role play bus station. The children are made aware of the wider community as they take part in village events, such as decorating the local

church for Christmas and visiting the local school. As a consequence, children are beginning to develop an understanding of the community in which they live and to acquire the skills they need 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	3
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

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