

Little Foxes (Wigan) 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*.

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Description of the setting

Little Foxes (Wigan) Ltd operates from Iona House, which is situated in the Highfield area of Wigan. It originally opened in 1984 and changed ownership in October 2004. The present owners also operate two other nurseries and employ an operations manager to oversee the individual management of all three provisions. The nursery operates from a detached house, which has been converted and extended to provide nursery accommodation for a maximum of 116 children in the early years age range. The provider is registered on the Early Years Register. The nursery supports children with SEN. All children share access to a secure, enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm all year round, excluding Bank Holidays. There are currently 90 children on roll. The nursery employs 19 staff. One of these staff holds a level 6 qualification, four hold level 4, 13 hold level 3 and one holds a level 2 qualification. The nursery also employs a cook and liaises with Wigan Sure Start for advice and support.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and development needs are well supported through a good key working system and as a result children's progress in their learning and development is good. The effectiveness with which the nursery deploys resources and creates a learning environment is satisfactory. Partnerships with health agencies are a strength, which means that staff support the inclusion of children with Special Educational Needs. All children are able to make a positive contribution because staff enable children to take responsibility. The nursery has effective leadership because it carries out regular self-assessments with staff and uses parent's feedback to inform planning ensuring the nursery has a good vision for the future.

What steps need to be taken to improve provision further?

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

- improve the availability of resources in numeracy and literacy
- ensure the indoor environment is effective for learning and development.
(practise guidance page 20 - 3.2)(Principles - Enabling environments 3.3)

The effectiveness of leadership and management of the early years provision

The manager has put in place robust safeguarding policies and procedures, which ensure the safety of the children. Staff understand fully their responsibilities and how to fulfil them. There is an appropriate recruitment process in place that ensures staff are properly vetted. Staff make effective use of daily risk assessments to support them in ensuring the areas used by the children are safe.

Children move around their area freely accessing toys, games and paper independently. This means they are able to lead their own learning and make good progress in their development.

Management and staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The system for observation and assessment overall is good which means staff are knowledgeable about the children they look after. The environment is well organised and accessible to the children. Staff are making very effective use of the satisfactory range of resources they have which means overall children are making good progress in their learning and development.

The management team carries out an annual self-evaluation taking into account room audits carried out by staff. Weaknesses are identified through this process and the nursery has brought in an early years consultant to help address these. There is an effective action plan in place that has led to a new and improved planning system ensuring.

Partnerships with parents and staff works well through the key worker system. Staff share a daily activity diary and provide six monthly updates for parents, enabling them to see and discuss how their child is progressing. Parents have every opportunity to become involved in their child's learning and development.

Partnerships with the local schools are well developed, with the teachers from the local school visiting the pre-school children. Children visit the schools and engage in role-play when they return to nursery. This means they are well prepared for transition to primary school. Supporting children with special needs has developed good range of health partnerships.

Staff offer sensitive support to children who have special educational needs and/or disabilities and support their parents. They work in partnership with specialists to improve the offer to all children. They readily adapt activities to ensure that all children can access them and they use specialist toys to enhance learning opportunities. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

The nursery children have established their own golden rules, this means they play safely and happily together. Outside agencies are brought in to teach children about people who help, for example, the police. Children are taught to use tools and equipment safely and develop their motor skills, for example, using cutting implements with playdough.

Staff teach older children to be hygienic by encouraging and helping them to wash their hands before and after meals and after play. Younger children's understanding of adopting healthy habits and good hygiene practises is taking place through following a routine supported by the use of a washing song.

Children enjoy playing outside on a good range of play equipment where they develop balance and motor skills and there is free-flow between outside which supports child-initiated development

Staff assess and observe regularly creating a 'Learning Journal' for each child. Plans are linked to the next steps identified and delivered as part of a group activity and individually. The numeracy activities are built into other activities and made fun; staff encourage the children to count regularly. There are a satisfactory number of problem solving resources and technology toys that the staff use very well this means children's progress in these areas is limited. Children make full use of all the areas guiding their own learning and independence encouraged by staff.

There is a limited and well-worn supply of books preventing any book rotation that limits children's first hand experience of the world through the use of books. Sensory books are available for babies. All children have stories read to them developing language and numeracy skills. There are good opportunities for mark-making and colouring inside and outside as a result children are developing their pen holding skills with good help from staff.

Children's relationships with staff and each other are well established because children respect the golden rules they devised themselves and because staff give clear explanations when challenging behaviour and set appropriate boundaries. Children make a good contribution to the nursery for example they help prepare fruit snacks.

Staff introduce new ideas and activities to promote diversity to children. This enables them to learn about other cultures and beliefs. They participate in a range of dressing up sessions linked to festivals, books and dolls, for example, food tasting and puppet shows. They create displays which are put on the walls. Children are learning well about culture and diversity.

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	3
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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