

# Little Berries

Inspection report for early years provision

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EY431145

**Inspection date**

18/01/2012

**Inspector**

Julie Neal

**Setting address**

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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 Berries is run by the governing body of Kentisbury Primary School. It is situated in the village school in Kentisbury, near Barnstaple in Devon. The setting was registered in its current form in 2011; however, the preschool has been established for many years. The setting has its own classroom and outdoor areas and shares the wider facilities of the school.

The setting is registered on the Early Years Register. A maximum of eight children under three years of age may attend at any one time; none of these may be under two years. There are currently seven children attending at different times. Three and four-year-old children attend the primary school's nursery class. The setting regularly joins with the nursery class for activities. The setting is open on Mondays, Wednesdays and Fridays from 8.45am to 3.15pm, term time only.

There are four members of staff working with children; two have appropriate qualifications, and a third member of the team is working towards these.

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

Overall the quality of the provision is good.

Children's individual needs are met well, overall. Children make extremely good progress towards the early learning goals, because staff use their excellent observations to plan for each child's future development. Good relationships with parents enable staff to remain well informed about each child's needs. The setting has developed effective systems of self evaluation that are used well to plan for future improvement. As a result, the setting demonstrates the capacity to make and sustain improvements that promote high quality outcomes for children.

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

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

- improve the two-way flow of information with parents by developing systems for them to contribute to the self evaluation process.

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

Excellent systems and procedures that help to safeguard children are implemented extremely well in the setting. As a result, children are kept safe and secure and are protected from harm. Recruitment procedures are extremely robust, in order to make sure that those employed are suitable to work with children. All staff

complete safeguarding training, and their understanding of issues that may raise concerns about children's welfare is excellent. Risk assessment in the setting is extremely good. Extensive daily health and safety checks provide children with a safe environment in which to play and learn. All records that support children's welfare are well maintained and policies and procedures that help to safeguard children are reviewed regularly. Staff are deployed well within the setting so that children benefit from good adult ratios throughout the day. For example, children can play indoors or outside when they choose, because all areas are supervised well.

Leadership and management in the setting is good. Staff are valued and there is a good emphasis on individual training and development. As a result, the staff team are knowledgeable and enthusiastic, and they work well together to support children's individual needs. Self-evaluation in the setting is good and results in action plans that focus well on improving outcomes for children. For example, observations of how children use space and resources resulted in a major audit of the play and learning environment. This led to significant changes in the organisation of the physical environment, to better suit the needs of a young age group. All staff take an active role in evaluating the effectiveness of the setting. Although very young, children's views are represented because staff include their observations of children when reflecting on the effectiveness of activities. However, the setting has not developed a system to include parents' views in the self-evaluation process. Children enjoy an inclusive environment, where their individual needs are respected and met. Staff are experienced in working with other agencies in planning to support children with specific learning and development needs. They show children that their home languages and traditions are valued. For example, where children speak more than one language at home, staff include signs and labels in these languages as well as in English. Seasonal activities, such as Christmas traditions, are used effectively to compare different customs.

Good relationships with parents results in information about children's requirements being shared well. Parents are actively encouraged to become involved in their children's learning. For example, staff regularly meet with parents to review their children's recent progress towards the early learning goals. Parents are included in setting future aims and objectives for their children, and staff discuss with parents how these can be supported at home with simple games and activities. None of the children currently attending the setting also attend other providers of the Early Years Foundation Stage. However, the setting has identified making links with other local providers as an area for development, in order to be prepared for children attending more than one setting.

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

Children's welfare, learning and development are promoted very well overall. Children make excellent progress towards the early learning goals, relative to their starting points. This is because staff make extremely effective use of their very

good observations of children to plan challenging and stimulating activities that encourage each child to make progress. Excellent systems of monitoring progress show how activities build upon prior learning and identify opportunities to extend and develop individual children's knowledge and skills.

Children are eager and enthusiastic learners, who enjoy an excellent balance of adult-led and child initiated activities. They are keen to explore the wide variety of resources available to them and they confidently make choices as they play. Staff use their excellent knowledge of how children learn through play to encourage children to use their critical thinking and problem solving skills. For example, children are investigating a large selection of animals and select some elephants. They identify which is biggest and which is smallest. Staff help children to count how many elephants they have. Children look in the box for more elephants and spontaneously order these by size. They then point to each in turn and start to count; the member of staff joins in as children flounder, and so helps them to count to the end of the row. Children proudly announce the total number of elephants they have counted. Staff make excellent links between activities in order to encourage children to reflect on what they know. For example, children have thoroughly enjoyed a story in which a character explored the footprints of different animals. Children immensely enjoy an art activity where they use potato cut-outs to make the paw prints of different animals in the story. While doing so, they are encouraged to retell favourite parts of the story. Children decide to make prints of their own hands, and staff encourage them to compare these with the paw prints they have made. Everyday routines are used extremely effectively to raise children's awareness of how to keep safe. For example, each day, a child accompanies a member of staff to complete part of the daily risk assessment. They learn to make simple checks, such as whether there are any sharp sticks or slippery leaves outside. Children have short group times during the day, and these times are used very well to discuss safety issues. For example, children have recently been learning about fire safety, and as a result are well prepared to follow emergency evacuation procedures.

Children show that they feel extremely safe and secure in the setting, and they demonstrate very high levels of self esteem. Excellent settling-in procedures help them to rapidly establish relationships with adults in the setting. As a result, children confidently seek out staff for a cuddle when they feel tired, or in need of comfort. This exemplifies children's confidence that their needs will be met. Children's behaviour is excellent. For instance, they listen to each other at group times and wait for their turn to share their news. Children enjoy being given responsibility. For example, when it is time to tidy up for lunch, children are given specific tasks, which they proudly complete. Children benefit from the regular contact with older friends in the school's nursery class, who are good role models. For example, an older child patiently shows a younger child how to use the soap dispenser properly.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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