

Little Stompers Day Nursery

Inspection report for early years provision

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Inspection date	26/03/2012
Inspector	Susan Rogers
Setting address	49 Bradford Street, Bolton, BL2 1HT
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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 Stompers Day Nursery is run by Little Stompers Ltd and was registered in 2008. It operates from a converted house situated in the Haulgh area of Bolton. The first two floors of the building are used for childcare and the first floor pre-school unit is accessible by a flight of stairs. The nursery serves a wide catchment area and has links with the local school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30 am to 6pm for 51 weeks a year. Children are able to attend for a variety of sessions. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 64 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 42 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 11 childcare staff including the manager. Of these, eight hold appropriate early years qualifications. Additional staff are employed for cleaning and food preparation. The nursery receives support from the local authority and an early year's quality improvement officer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this well-organised and welcoming nursery. Staff are considerate of children's individual needs offering each child effective support throughout their learning. The successful partnership with outside agencies and parents promotes good continuity for children's overall care and learning. The policies and procedures are mostly effective in protecting children's well-being, although some required aspects of the risk assessment have not been recorded. The nursery conducts an effective self-evaluation system that monitors progress and drives forward a significant number of improvements. This demonstrates that the nursery has made good progress since the last inspection and has good capacity to continue with further improvements.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis maintaining a record of these particular aspects and when and by whom they have been checked with reference to checks on the gas boilers (Suitable premises, environment and equipment).

26/04/2012

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

- develop further the outdoor environment to offer children the freedom to explore, and use their senses
- use the systematic observations and assessments of each child to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff know how to contact the relevant agencies if they have concerns in respect of a child's care. The child protection policy is comprehensive and staff are made fully aware of child protection issues during their induction. All staff are promptly vetted and their ongoing suitability maintained through careful monitoring of their progress and support as they advance with their professional qualifications. Staff are efficiently delegated throughout the nursery ensuring there are sufficient staff to support children as they learn. The management team works well together as their roles and responsibilities are clearly delegated. The risk assessments are mostly effective as these are conducted annually and staff complete systematic checks of the premises to keep children safe. However, records that identify some aspects of the environment that need to be checked on a regular basis, such as those that refer to servicing the gas central heating boilers, are not available. This is a breach in the welfare requirements. Staff diligently supervise children's activities and support their adventurous play, but are mindful of their individual capabilities to encourage their feelings of safety.

The premises are well-organised with several rooms made available at each session for both younger and older children providing continuous play provision. This enables children to choose from a wide range of activities. They enjoy their play as they safely move from one area to another consistently engaging in varied and stimulating play experiences. Children access the outdoor areas during prearranged sessions. However, the outdoor area is still developing and currently does not enable children to fully explore and use their senses. Children who speak English as an additional language have good support as the nursery works effectively with outside agencies to enhance children's individual learning needs. Children learn about the wider world through activities that help them appreciate different festivals and cultures. Staff have a good knowledge of each child's background and needs identifying their individual needs for additional support.

There is a positive partnership with parents in place. They are kept well informed of their child's progress through discussions with staff and access to their child's learning journey. Parents assist in their child's settling in visits by staying with their child and contributing towards the recording of their starting points. The self-evaluation of the nursery is effective and staff monitor the progress that has been made to realistically drive forward a range of improvements. This provides momentum, which continues to implement further plans and enables the management group to share a vision of further improvement.

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

Children enjoy their learning and happily engage in activities that interest them. They are supported by a motivated and caring staff group who give good consideration in respect of individual needs throughout their care. Children's learning journey's are accessible to parents and well presented. This allows parents to contribute towards the journeys with photographs and comments. Learning journeys track children's individual progress matching against areas of learning. However, these do not systematically identify learning priorities so are not fully informing the planning.

A selection of outings to garden centres, a local aquatic and pet shop help children appreciate the natural world around them. Here they discuss how to care for different plants, animals and fish and take interest in their well-being. There are good opportunities for children to use number as they go about their daily activities and use colour matching games to learn about number groups and sequencing. They enjoy working together as a group taking turns and competing against each other. Their confidence is promoted as they develop a sense of achievement and an understanding of following rules. Creative play opportunities are used very well to stimulate a good range of child-initiated play experiences. Here children create imaginary situations that enhance their story telling skills as they provide explanations. The continuous play provision is used very well to provide children with a wider choice of activities. They select from mathematical activities and enjoy sensory experiences as they create shapes from dough and explore the properties of sand and other malleable materials.

Children behave well, are learning to consider the needs of others and are forming friendships. Their independence is well promoted as they collect their own cutlery at lunch time and help clean tables and clear away plates. They feel safe in the care of the supportive staff group. They are comforted if they feel tired and respond well to adult initiated activities.

There are safe arrangements for children to sleep during the day as a designated sleep room is readily available which is supervised well by staff. There are good systems in place to support younger children who are bottle fed or who are weaning. Children learn about healthy eating as they enjoy cooking their own food which encourages a greater interest in the food they eat. There are very good arrangements in place for children to drink water regularly throughout the day. During both indoor and outdoor activities individual water bottles stay in close

proximity the children enabling them to access a drink as soon as they are thirsty. Children extend their physical skills as they play outdoors. They confidently use wheeled toys as they negotiate obstacles and peddle up and down a small incline. Swimming activities are also available promoting children's physical skills and confidence.

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

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