

Little Echoes Day Nursery

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

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Description of the setting

Little Echoes Day Nursery was registered in 2012. It is a registered educational charity, managed by trustees, with the day-to-day running coming under the jurisdiction of the nursery management team. The nursery is registered on the Early Years Register and is situated in Bagshot, Surrey. It is open each weekday from 8am to 6pm for 50 weeks of the year. A maximum of 65 children aged from three months to the end of the early years age group may attend the nursery at any one time. There are currently 48 children on roll. The nursery serves families from the local area. Children are accommodated in three groups and may attend for a variety of sessions. All children have access to an enclosed outdoor play area. The setting is in receipt of funding for the provision of free early education to children. The nursery currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 16 members of staff, including a chef and an administrator, 14 of who hold appropriate early years qualifications to National Vocational Qualification (NVQ) level 3. 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's individual needs are well met, due to the effective communication established with parents. The extremely well resourced environment and partnerships with other agencies are key strengths of the provision. The spacious indoor areas successfully promote children's enthusiasm for learning and being active. Consequently, children make good developmental progress. The manager makes effective use of self-evaluation processes and action plans to drive and maintain continuous improvement, where most aspects of good practice are identified and acted on.

What steps need to be taken to improve provision further?

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

- improve the opportunities to promote children's independence at snack time
- carry out fire evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff fully understand their responsibilities to safeguard children's welfare. This knowledge is enhanced through the provision of in-house training, facilitated by an external agency. There are clear vetting procedures in place to identify that all staff working with children are suitable to do so. The environment, both indoors and outside is subject to thorough and rigorous assessments, that ensure risks to children are minimised. Self-evaluation is good. The manager uses her considerable knowledge to consult with staff and parents and influence decisions that lead to ongoing improvement within the provision. She can clearly identify the strengths of the provision and most weaknesses. There are clear aims in place, for example, to update the nursery website, install artificial grass in the toddlers outside play area and provide shade sails.

The organisation of all play areas is exceptional. There is a wide range of resources that successfully enable children to learn indoors and outdoors. This is achieved through the use of a well organised 'free flow' system. Children's play and learning is significantly enhanced through the availability of spacious play areas, including an 'indoor garden'. This is fitted with artificial grass and equipment that promotes children's enjoyment of being active, regardless of the weather. Children learn about the wider world and cultural differences and similarities. Staff observe and record children's responses to activities, which show they are keen to talk about their own identity and experiences. For example, children say 'in Russia there is lots of snow, and when there was lots of snow I made an igloo'. There is a good range of resources that reflect positive images. Children take part in activities that help them to embrace diversity. For example, they try prawn crackers and noodles for Chinese New Year and make diva lamps from clay for Diwali. Children who are learning English as an additional language make good progress.

Partnerships are excellent. The special educational needs coordinator establishes excellent communication with other agencies. She attends review meetings at other early years provisions that children with special educational needs and/or disability attend. As a result, clear targets and plans for children are identified and implemented. The local school visits the nursery and observes children the term before they leave. This provides opportunities for teachers from the school to observe children in their usual environment and talk with staff about their individual needs. Consequently, children are provided with continuity of care and learning. Communication with parents is good and they receive lots of information about their children's progress and nursery life. This is achieved through daily communication, children's profiles and a termly progress report, texts, e-mails and a website.

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

Children make good progress in relation to their developmental starting points and are fully included in all aspects of the provision. Staff complete numerous observations which they use to assess children's progress and development. They use planning to incorporate forthcoming events from the wider world, for example, the Olympics and the Queen's Diamond Jubilee. Staff have a good knowledge of children's individual needs and progress, including the next steps for their learning. They adapt planning and take account of gaps in children's learning, their previous experiences and their enjoyment and achievement. Children's additional learning and development needs are identified and well met.

Children are extremely well behaved and cooperative. They persist at activities, both independently, and with adult involvement. Children show independence as they choose and use resources and are given praise for their achievements. However, there are missed opportunities to further promote their independence and self-help skills at snack times. Children settle well, due to the friendly and welcoming atmosphere and the support and encouragement they receive from staff. They show good self-confidence, as they share what they know as part of a large group. They know the sounds of letters and can write their name with most letters correctly formed. Children write for different purposes; for example, in the role play area, they pretend to answer the phone and make notes on a pad. Children are confident communicators and are encouraged to express their needs. They learn to match numbers as they use resources such as dominoes, number cards and computer programmes. They develop an understanding of capacity, as they fill and empty containers with sand and water. Children sing number songs every day, and are encouraged to count in numerical order during registration time. They use puzzles and can sort and match pieces independently.

There are a good range of resources for ICT, for example, a printer, headsets that allow children to listen to stories together, and accessible torches. Children show great enthusiasm during music and movement sessions. They have access to a low level wooden train and 'wobbly bridge', wheeled toys and other resources. These successfully promote children's physical skills. Children take part in weekly music and movement sessions led by an external organisation. They follow instructions as they play instruments in time to music and are particularly good at responding when the music stops. Children in the pre-school group smile and laugh with enjoyment as they take part in warm up sessions. They play triangles in time to music and a chiming clock and learn to play quiet and loud sounds. Children have access to paint, water and sand throughout the day. They enjoy cooking activities and learn about how things change during the process, for example, as they make popcorn. Children play imaginatively in the role play area, which is sometimes made into a cafe and hairdresser's salon. They have good opportunities to develop their senses, as they explore shredded paper, water, bubbles, shaving foam and wet porridge.

Children feel safe and secure, due to the caring and responsive approach of staff. They are very familiar with what is expected and know how to use equipment

safely. Although staff are familiar with the fire evacuation procedures, children have not yet taken part in a practice within the new premises, which restricts their knowledge of what to do in the event of a fire. Children are provided with meals that are healthy and nutritious. They mainly include homemade food, including bread baked by the nursery chef. Menus are devised according to children's likes, dislikes and individual dietary needs. Children are protected from the risk of cross infection. They know the reasons why they need to wash their hands before eating and say that it is to 'stop the germs' and 'so you don't get sick'.

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	1
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	1
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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