

# Little Learners Day Nursery

Inspection report for early years provision

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**Unique reference number** EY318526  
**Inspection date** 11/12/2008  
**Inspector** Janet Taylor

**Setting address** Doncaster College & School for the Deaf, Carr Fenton  
Lodge, Leger Way, Doncaster, South Yorkshire, DN2 6AY  
**Telephone number** 01302 386730  
**Email**  
**Type of setting** Childcare - Non-Domestic

## 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).

## **Description of the setting**

Little Learners Day Nursery is an integral part of Doncaster Deaf Trust. It registered in 2006 and operates from four adapted rooms within a self-contained unit. A maximum of 82 children may attend at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. The nursery is registered on the Early Years and Compulsory Childcare Register and provides before and after school care from 07.30 to 09.00 and from 15.30 to 18.00. All nursery children share access to secure enclosed outdoor play areas.

There are currently 115 children aged from birth to under five years on roll. Of these, 31 children receive funding for nursery education and of these no more than 18 are to be under two years at any one time. The nursery serves children from the local and wider community. The nursery currently supports a number of children with special needs.

The nursery employs 22 staff. All staff, including the manager, hold an appropriate early years qualification.

Disabled access is good, the provision is a ground level with wheelchair access to all exterior doors. The nursery holds enhanced status for Special Educational Needs granted by Doncaster Local Authority.

## **Overall effectiveness of the early years provision**

The setting meets the needs of the children well and consequently, most children make good progress, although the planning of activities is not consistently challenging enough for some. Children are happy and very secure emotionally and learn within a safe environment. However, there are insufficient opportunities for them to take on greater responsibility in their learning. Children are happy to come each day, they generally enjoy a good range of activities but the organisation and resourcing of literacy and numeracy activities for the youngest children are not as effective as they should be. The nursery is fully inclusive accepting children with a range of special needs, and has a good capacity for further improvement.

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

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

- ensure there are sufficient resources and planned activities to promote the literacy and numeracy skills of the youngest children
- ensure that children have opportunities to develop their independence, by taking on responsibilities and in caring for themselves
- ensure that staff plan consistently challenging activities for all children.

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

The leadership of this provision is outstanding. Self-evaluation addresses specific areas of practice, leading to action plans for improvement. There is thorough and to the point documentation relating to overall provision which illustrates the impact of practice on children's learning. The setting is well managed. The management has strong awareness of strengths and areas for further development. The manager is supported by a very able team. There are excellent assessment systems in place which are used well to plan individual activities for children. However, activities are not always sufficiently challenging and consequently, although good progress is made overall, some could achieve more. There are strong, supportive links with the Trust that oversees the management of the provision.

Welfare provision is a strength with a very comprehensive policy and risk assessment portfolio evident in the care of all children and staff. There is a very good structure, with parental involvement, for the safeguarding of children, supported by a regularly reviewed policy. All staff receive regular training and as a result the development of professional skills is very good. Appropriate suitability checks have been carried out for all staff.

Links with parents are very good, they are overwhelming in support of the nursery. There are very good links to pupil progress with daily diaries commenting on activities and progress. Parents are encouraged to contribute to their child's assessments and are kept informed of all developments through a notice board and regular newsletters. Their support is evidenced by such comments as 'All the staff work really hard they all communicate with each other on a daily basis' and 'I feel safe that my child is well looked after'.

This provision is fully inclusive with strong links with outside services and expertise. There are good quality, regularly evaluated Individual Educational Programmes. These are supported by multi-professional advice, discussion and parental input, in place for all pupils with special needs. Staff are very skilled in signing not just for the benefit of deaf and hearing impaired pupils but with all children so that this is universal within the setting.

## **The quality and standards of the early years provision**

The quality of standards and learning is good, children make good progress and are confident and happy. Staff have strong bonds with children, particularly with their key worker. Staff have a good understanding of the Early Years Foundation Stage (EYFS) and are very active in engaging pupils in play and activities. There is excellent commentary and questioning from all staff to enrich learning, accompanied by very skilful use of British Sign Language. All children learn this skill and consequently, all children are entirely included.

There is a large outdoor play area for the youngest children. This is entirely enclosed within the building and so offers a high level of safety. Plans are in place

for a total refurbishment of this area by the end of April 2009. The youngest children benefit from walks out into the community using push chairs that are in good order.

The furniture and fixtures for the youngest children are good with a good quality very low level table and sturdy chairs, the youngest children have strong clean high chairs at meal times. However, the range of play equipment for the youngest children is not sufficiently stimulating or well organised to help them develop literacy and numeracy skills. Planning is in line with the EYFS but does not always provide sufficient challenge for children.

The extent to which independent skills are developed is variable. At snack time very young children concentrate very hard to serve themselves prepared fruit from a large bowl, whilst older children master the skills of peeling fresh fruit for themselves, but in other respects children could do more to take responsibility in cooperating with each other. For example, in serving and cleaning away and tidying up after play activities have finished. The storage arrangements for some coats does not promote children's independence in dressing.

Provision for healthy eating is good with a wide range of good food options available for breakfast with fresh juices, milk and water. Children have a variety of fresh fruit and milk for morning and afternoon snack that they enjoy. Children are in a very safe environment with high security fences to the perimeter. Their understanding of safety issues is underpinned through fiction and non fiction literature, visits from the fire service and road safety awareness using bikes and cars.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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