

# Little Raccoons Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY432662

**Inspection date**

21/05/2012

**Inspector**

Tina Kelly

**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*.

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 Raccoons Day Nursery was opened in September 2011. It operates from a fully refurbished church hall in North Watford. The nursery has use of one spacious playroom with fully accessible cloakrooms and kitchen facilities. There is a secure area for outside play. The nursery is open all year except public holidays from 7.30am to 6.30pm. Children may attend for various sessions to meet family needs. The nursery supports children who speak English as an additional language.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 22 children at any one time. The nursery is privately owned; the registered providers take responsibility for the business side of the arrangements and are frequent visitors. The staff team are led by a manager who holds a foundation degree in early childhood studies. The setting is working towards the Hertfordshire Quality Standards accreditation.

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

Overall the quality of the provision is good.

Children are happy at the nursery and are making good progress in their learning and development. Staff provide a stimulating range of activities that fully engage children, based on their individual interests and needs. Most of the detail in the planning and in monitoring the children's progress is effective. Good relationships have been established with parents, which further promotes the children's care and welfare. All the required policies and procedures are in place for the well-being of the children and the smooth running of the setting. The well-qualified staff team have established a process to evaluate their practice, in order to promote good outcomes for all children.

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

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

- review the planning and assessment process to ensure consistency in planning the next steps in children's learning, in order to promote their existing talents
- develop further planning, observations and assessments to reflect outdoor learning.

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

Children's health and well-being are effectively promoted through good practice and effective policies. Children are protected as staff have attended recent safeguarding training. Information from the Local Safeguarding Children Board is on display. Safeguarding is a regular item on the team meeting agenda to ensure

staff are confident with the procedures and aware of the whistle blowing policy, which enables them to seek advice from other agencies if needed. Comprehensive risk assessments and daily check lists are in place and regularly reviewed to ensure the children and premises are safe and secure.

The nursery has developed a good working relationship with parents and families. The regular newsletter and daily conversations with parents ensure they are fully aware of future plans and everyday issues within the group. The recent questionnaire shows parents are very happy with the care provided. Parent evenings are planned throughout the year to enable key staff to share the children's achievements and to make stronger links for children's continued learning at home. The staff have established links with the children's centre, nursery and schools to enable them to support families and children as they move on in the future. The nursery staff have not cared for children who have special educational needs and/or disabilities. However, there is a very clear understanding of the importance of working with parents to ensure all aspects of their home life and the children's individual needs are respected and valued. Equality and diversity are promoted through the varied range of resources and events planned throughout the year. Resources reflect different cultures and family settings and are incorporated in the play with sensitive interaction by the staff.

The manager has high expectations of the staff team. She was a lead practitioner in the National Strategies programme, Every Child a Talker, and is therefore able to give language development high priority within the nursery. The well-qualified staff team is beginning to review its practice through regular team meetings and appraisals. Staff have started to look at the Ofsted online self-evaluation process and are using the Hertfordshire Quality Standard criteria to review and develop their overall practice. They have developed links with the local authority early years co-ordinator for support. Staff are active in reviewing their documents and day-to-day practice. They strive to improve and develop the nursery to provide good quality provision for all the children who attend.

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

Children are cared for in a warm and welcoming environment by caring and motivated staff. The readily available resources set around the nursery room are used well to support the planned activities and children's free play. The process for planning and observations is effective in monitoring children's progress in all areas of learning. The observations and photographs in the children's individual folders show they enjoy a wide range of activities and experiences. Key members of staff use most of the information effectively to plan for future learning opportunities. However, planning for the children's next steps in their learning is not always fully effective as the format is not consistent and plans are not always linked to the children's individual progress to ensure their personal skills and talents are fully developed.

The outside areas provide interesting and stimulating play opportunities. Children have supervised access to a separate area for water play with a pump providing

running water and a river course for children to explore. There is space at the front of the building which is used for planting and growing activities. Children are confident in putting on their coats and asking where their Wellington boots are, as they are very familiar with the routines. The area is well resourced and children are encouraged to take toys and resources outside to extend their play. However, planning and observations do not reflect how the outside areas are utilised in order to fully support children's learning.

Children play well together and co-operate with one another. They are competent and keen learners. Counting and problem solving are part of their everyday discussions with the staff at snack and lunch times. Children are encouraged to extend their own ideas with good verbal and practical support from the staff, who introduce new words and show the children how to help set out the table for creative activities. The nursery is well laid out with designated areas linked to the learning outcomes. Photographs of special moments and children's work show they enjoy many different opportunities and experiences while at nursery. The separate baby area provides a safe and comfortable space for young children to explore. Photographs of their families support their early sense of belonging and self-esteem.

Children's personal health is promoted through everyday routines. Children are very familiar with the mid-morning snack routine, as they help themselves to a variety of fruits, sit at the low-level table and talk about their favourite food. Their understanding of a healthy lifestyle is promoted through good personal care routines in the cloakroom and effective nappy change procedures. Staff are very aware of providing a clean environment as they have attended a food hygiene course. They use disposable gloves, aprons and hair nets to prepare and serve food. Staff are very good role models as they sit alongside the children and are engaged in all they do. Children's good behaviour is recognised and praised. Clear boundaries are set as children are learning to share, take turns and be aware of others playing nearby, with gentle reminders from the staff. Children are co-operative and confident in accessing the resources from low-level storage around the nursery.

Children have developed a warm and trusting relationship with the other children and their carers. Their self-esteem is promoted through the consistent interaction, well-organised activities and freedom to make choices about their play. They are learning skills that ensure they are able to cope with new experiences and develop skills for their future learning.

## 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	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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