

Little Wings

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

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 Wings registered in 2011. It previously operated as the RAF Odiham Childcare Centre which opened in 2002. It is managed by Children's Links board of trustees. Little Wings is situated in purpose built premises on land within the Royal Air Force camp in Odiham in Hampshire. Children have access to three age-based playrooms with separate outdoor play areas. Children attend from military families and the local community.

Little Wings is registered on the Early Years Register to care for 55 children from three months in the early years age group. There are currently 53 children on roll. The setting receives funding for the provision of free early education for children aged three and four years. The setting supports children who are learning English as an additional language.

The centre is open from Monday to Friday from 7.30am until 5.30pm for 51 weeks of the year. The setting closes for a week at Christmas and for all bank holidays. Children attend for a variety of sessions, on either a full-time or a part-time basis. There are 18 members of staff. All of the staff hold appropriate early years qualifications. The manager and two other members of staff have Early Years Foundation degrees.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily and make good progress overall in their learning and development supported generally well by qualified, experienced staff in an attractive, welcoming environment. Good partnerships with parents and a full range of policies and documentation promote inclusive practice and consistency in children's care. Partnerships with other settings children attend are not so well established. The new manager has high aspirations for the provision and seeks support to develop the staff team skills and make changes to ensure good outcomes for children. Staff work well together and follow good procedures to ensure they meet children's welfare and learning needs. They produce good development plans with support of the company operations manager to make continuous improvements.

What steps need to be taken to improve provision further?

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

- support practitioners to start teaching the phonic knowledge and skills children need to be able to recognise words. Also help children to know that

information can be retrieved from books

- support and extend children's thinking and help them make connections in learning through developing all staff's skills in the use of open questions
- improve partnerships with other early years settings children attend to promote communication in respect of children's learning and development in order to develop a coherent approach.

The effectiveness of leadership and management of the early years provision

Staff implement effective procedures to help safeguard children's welfare. The nursery has clear recruitment and induction procedures and all staff are vetted and well qualified. Staff are confident in their knowledge of safeguarding matters. Staff and parents read the clear safeguarding policy, so all are aware of what to do if there are any concerns about the children. Children play safely as staff carry out thorough annual risk assessments and daily safety checks. Staff take positive steps to minimise hazards and security is good. The outdoor areas are secure and there are coded systems fitted to the doors of the playrooms. Secure collection procedures are followed. Staff all attend first aid training so they can act appropriately in the event of an accident. Good medication and hygiene routines promote children's health effectively.

Staff organise the nursery well to provide a welcoming child-friendly environment where children are confident and happy in their play and learning. Children freely use a wide range of age appropriate toys and resources, which promote learning in all skill areas. Effective monitoring procedures identify the need to upgrade the preschool room and toys and an action plan is in place. Staff are well deployed and work effectively together as a team. They are aware of their roles and responsibilities, which enables the nursery day to run smoothly. Staff provide an inclusive setting. They label resources and set them out so they are readily accessible to children at their level. Staff treat all children with equal concern and respect and have a good understanding of children's individual needs. Staff enable children to develop a positive attitude towards diversity as they provide a variety of resources, which reflect differences within society. They work positively with parents to provide a consistent approach to meet children's individual needs.

Good partnerships with parents contribute well to children's welfare and parents speak positively about the nursery. They feel staff are friendly and approachable and provide good information about their children's development and learning. Staff share information well with parents through daily verbal and written feedback. Key carers complete development records, which include photographs and written observations. Staff share these regularly with parents and use them to plan for children's individual progress. Staff are aware of the need to work with others involved in children's care and learning. However, systems are not fully effective to share learning and development records when children attend other settings.

The management team is enthusiastic in its efforts to provide good quality childcare. The staff team carry out self-evaluation, reflecting on and evaluating

practice to identify strengths and areas for development. Action is then taken for improvement. For example, staff make changes to room layouts in order to manage behaviour incidents more effectively. The new manager, with good support from the company operations manager, is working hard to develop staff skills and drive further improvement. The manager is dedicated to ongoing development through mentoring opportunities from another nursery and peer observations to enhance practice. The nursery has a strong capacity for continuous improvement.

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

Children are happy and busily occupy themselves. Staff provide a good range of activities which cover all areas of learning. Children develop good future learning skills, as they become independent learners who are inquisitive and sociable. Staff provide an inclusive environment where children confidently use all areas freely and change planned activities to reflect their own ideas. For example, older children excitedly help turn the playhouse into a pirate cave. Toddlers spontaneously turn soapy water play outside into an activity for washing the zoo animals, cars and chairs. Children make good progress overall as staff use children's interests to plan for their progress.

Children develop good imaginative skills and role-play cooperatively in the home corner. Some of the children can write their name with many letters correctly formed. However, not all staff use correct letter sounds as they help children spell their names and this does not help children to gain phonic awareness. Some staff also lack confidence in using open-ended questions to encourage and extend children's language and thinking. Children spontaneously look at the books though they have limited access to a range of factual books. The lack of such books means children do not realise that some books can provide answers to questions they have about spiders and penguins, for example. Children are confident communicators and express their needs. Their numeracy skills develop well as they count during group times as they find treasure in a feely bag. They use puzzles and sort and match pieces independently. Younger children develop early numeracy skills as they post shapes and sing number songs. Children learn about technology as they use the computer and younger children enjoy exploring activity toys that produce lights and sounds.

Children's physical skills develop well in the outdoor play areas using age-appropriate resources, climbing frames, slides and tyres. Toddlers practise their early walking skills using push-a-long toys. Children enjoy musical instruments and babies laugh excitedly as they shake the bells. They have good access to paint, playdough, water and sand throughout the day developing creative and sensory skills. Babies love to explore the range of natural materials in treasure baskets and happily climb into the sand pit. Exciting outings on a bus to go shopping for resources develops babies learning about the wider world. The outdoor play areas are mostly used effectively to develop children's physical skills and their knowledge of the natural world. Toddlers are engrossed in the digging area as they look for

spiders though staff miss opportunities to extend their learning. Children play with a variety of resources that develop a positive awareness of different people.

Children feel safe and secure due to the good relationships with staff and other children. They are familiar with routines and behavioural expectations and know how to use equipment safely. They confidently use the resources and freely move between outdoor and indoor play. Children take part in regular fire evacuation practises so they know what to do in the event of an emergency. Children learn about healthy living as staff provide healthy snacks. Staff encourage parents to supply healthy food in lunchboxes and make parents aware of what children have eaten during the day. They follow good procedures if reheating food for babies. Staff have a good awareness of any allergies and ensure parents know requirements that includes a nut free policy. Good hygiene procedures for preparing food and changing nappies help protect children from the risk of cross infection. Children independently use the toilets and know they must wash their hands. All children play outdoors in the fresh air daily and join in active play to develop their physical skills. Babies join older children at play which increases their social skills. Children mostly behave well and develop good self-esteem as staff provide meaningful praise and encouragement. Appropriate cuddles from caring staff support younger children's emotional well-being. Children have plenty of choice throughout the day, selecting songs to sing, where to play and what to do.

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

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| 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

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| 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 | 3 |
| 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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| 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

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| 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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