

Little Folks Day Nursery & Out of School Clubs

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*.

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 Folks Day Nursery & Out of School Clubs was registered in 2012. It is owned by Mishi Nurseries Ltd and is one of six settings, including three nurseries and three out of school provisions. It operates from the Chadwick End Village Hall, which is located on the Solihull and Warwickshire border. Children attend from both the local and wider catchment areas. There is a fully enclosed area available for outdoor play.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is open from Monday to Friday for 51 weeks of the year with the exception of bank holidays. Sessions are from 7.30am until 6pm. A maximum of 40 children may attend the setting at any one time. There are currently 28 children on roll in the early years age range. Children attend for a variety of sessions. The setting offers nursery sessions, a wrap-around service, plus before and after school and holiday care for children attending local schools. It provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

The setting employs six members of childcare staff who work with the children. Two staff members hold degrees and three are qualified to level 3 with a new trainee working towards a level 2. The registered provider has Early Years Professional Status. The setting receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in a setting where well-qualified staff provide an environment where each child is clearly respected and valued. Children make good progress in their learning and development as they enjoy a, mostly, wide range of activities, which meet their interests and stage of development. This is effectively supported by full and extensive partnerships with parents. The provision is further supported by clear leadership and management with well-written and informative documentation and working relationships with other professionals. Strong leadership and management and a shared vision, along with an effective system of self-evaluation, are in place to ensure continuous improvements are made.

What steps need to be taken to improve provision further?

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

- extend the use of the outdoors to give children more opportunities to investigate the natural world by activities, such as digging and planting.

The effectiveness of leadership and management of the early years provision

Comprehensive and extensive safeguarding policies and procedures, which include how to deal with allegations, ensure that children are well protected from the risk of harm. Very clear information is displayed and shared to support the awareness of all. Staff regularly update and review their training and have an excellent understanding of the procedures to take should they have concerns about a child in their care. Highly robust procedures for vetting and ongoing assessment of the suitability of staff are clearly in place, along with full induction procedures and staff appraisals to ensure the well-being of all. Clear risk assessments supported by daily checks and procedures, including regular audits and effective staff deployment, ensure the safety of children.

A comprehensive range of policies and procedures, shared with parents, supports the practice of the setting, along with a wide range of good quality resources to meet the individual needs of children. Staff work well as a team. They are caring, enthusiastic, qualified and confident in their knowledge. Training and qualifications are identified, in order to improve and enhance outcomes for children. Staff are motivated and share the vision and commitment of the strong leadership and management of the provision. Management and staff effectively reflect on their practice. They identify areas for improvement, seeking the views of parents, children and other professionals. They put into place action plans with robust systems for monitoring progress, in order to maintain and improve outcomes for children.

Equality and diversity lie at the heart of the setting, in order to provide inclusion for all. Children with special educational needs and/or disabilities are clearly well supported, with strong liaison with parents and other professionals. Parents are kept very well informed and share information daily. Informative notice boards, newsletters, questionnaires, learning journals, parent evenings and shared activities help support this inspiring two-way process. Close relationships with schools and daily diaries further support continuity for children.

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

Children are happy and confident in the setting as staff get to know them well. They understand that children learn through play. As a result, children of all ages settle quickly and feel very safe and secure. They see adults as good role models and therefore, children are well-behaved, polite and show consideration for each other. They learn about diversity and respect for others as they celebrate festivals and take part in charity events. Children clearly understand about keeping safe as they check for glass and other hazards when they go out to play in a public area. They know to follow the rules when crossing the road, so their safety is very well promoted.

There is an effective key worker system, enabling staff to be focused as they observe, assess and plan the next steps in children's learning. There is also a good balance of adult-led and child-initiated activities. Children are involved in the planning, which is tailored to their individual needs. As a result, they make good progress towards the early learning goals given their age, ability and starting points and they experience a wide range of exciting and stimulating activities. Choice and independence are encouraged and well supported as they choose their activities and collect their lunch and drinks. Two children can be seen mimicking the adults as one is the teacher and holds up 'nonsense' cards, asking the 'pupil' what is wrong in each picture. There is much laughter at the dog who has leaves instead of fur and the van with its square wheels.

Children are aware of the weather and carefully put on their sun cream, so they do not burn before going outside to play. They climb and have space to play games and run around. Young children enjoy what becomes a game on the swings as their sunhats come off and staff run after the hats and put them back on their heads. Children enjoy to be outdoors where they seek bugs and collect dried grass and twigs to make a bird nest before going on a 'bear hunt'! They take great pride in making cupcakes for their big charity summer fair and graduation ceremony. The setting has an allotment area for the children to use. However, this is not used to its full potential and children do not have frequent opportunities to nurture and observe how plants thrive, to dig and grow vegetables and plants.

Children eagerly join in with a favourite 'letters and sounds' activity. They are confident to sound out the letters of the picture on the card, such as, a 'zip'. Many children spontaneously and confidently point out other names and words which begin with the same letter, such as 'zip' and 'zebra'. There is fun, laughter and teasing as they take turns to post the card into 'Metal Mike', making sure he does not bite them!

Very young children have their own separated area with experienced and qualified staff who understand and meet their individual needs. Young children enjoy the new sensory area with its lights and they can sleep in a darkened area with staff at their side when they awake. Young children join the older ones for their lunch. Good interaction can be seen as young children are supported to feed themselves. Like the older children, they thoroughly enjoy their freshly made dinner, savouring the tempting aromas from the kitchen as it cooks. Mealtimes are sociable events where children and staff share their news.

Children receive ongoing praise and support for their achievements. Their self-esteem is well supported by caring and knowledgeable staff, who know them so well and enthusiastically join in with their play. Fun and laughter is evident along with concentration and involvement. Children enjoy to talk about their life and experiences at home as they share their weekend news. They bring in photographs and news in their 'weekend news' sheets completed by their parents. Children are proud to show their photographs and achievements displayed around the setting. They are clearly motivated to achieve and develop positive attitudes to learning. Children are enabled to become independent, active and inquisitive learners, helping them to develop skills for the future.

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	1
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	1

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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