

Little Joe's Day Nursery

37 Hospital Fields Road, Fulford Industrial Est. Fulford Road, York, YO10 4DZ

Inspection date	10/10/2012
Previous inspection date	23/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a wide and varied range of interesting and challenging experiences that help children make good progress and develop many skills and positive attitudes towards learning to ensure they are well prepared for school.
- The varied range of resources, toys and equipment provided within the different rooms of the setting, including an interesting outdoor play area, helps children enjoy and benefit from their time spent at the setting.
- The successful, well established key person system helps children form secure bonds and attachments and supports engagement with all parents and partners.
- The manager provides a positive role model to the strong staff team and carries out regular performance monitoring to ensure each practitioner develops in confidence and ability to improve their knowledge, understanding and professional practice.

It is not yet outstanding because

- Some routines are not strong enough to fully involve children in managing their personal care needs, such as effective nasal hygiene procedures and being more participative during lunchtime.
- Although all children have good access to a wide range of books the reading corner in the older children's room is unattractive and therefore not used consistently.
- Opportunities for children to regularly make contributions to the settings self-evaluation process are not firmly established.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the providers self-evaluation form and a range of other documentation.
- During the inspection the inspector held regular discussions and a meeting with the nursery manager and together carried out a joint observation over the lunch time period involving the older children.
- The inspector observed activities in all children's play rooms, including the outdoor learning environment.
- The inspector took account of the views of staff and parents spoken to on the day of the inspection.

Inspector

Jackie Phillips

Full Report

Information about the setting

Little Joe's Day Nursery has been registered since 2002 and is one of three nurseries owned by a private provider. It operates from a detached two-storey building which is

situated on an industrial estate in Fulford, York. There is an enclosed area to the rear of the premises for outdoor play. There is no lift access to the first floor. The nursery is open Monday to Friday 8am until 6pm all year round, with the exception of bank holidays and one week at Christmas. Goldfish are kept at the nursery as pets for the children.

The nursery is registered by Ofsted on both the Early Years Register and the compulsory part of the Childcare Register. There are currently 23 children on roll who attend for a variety of sessions, all of whom are within the Early Years Foundation Stage.

The nursery is a member of the Pre-School Learning Alliance and employs eight staff, including a cook. All of the staff who work directly with the children hold recognised early years childcare qualifications at levels 2, 3 and 4.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to be more competent at managing their personal needs in respect of nasal hygiene and developing independence at meal times
- develop ways in which children can more effectively contribute their views and opinions towards the monitoring process of the provision
- foster a greater use of books in the reading corner of the older children's room by making the area more attractive and conducive to reading.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programme covers the seven areas of learning effectively helping children make good progress. This is because adults understand fully how to successfully promote the learning and development of babies and young children and their teaching methods are good. They consistently play alongside children to offer support or draw their attention to spontaneous learning opportunities. For example, looking closely at the spider in the garden to discuss its size and try to count each leg or discussing the weather conditions each day. Frequent discussions held with parents make a successful contribution towards the progress children make.

Planning is well organised to make effective links in children's learning. For example, staff plan a creative activity for children to express their thoughts and ideas using a varied

range of arts and crafts following the Three Little Pigs story. Wet and dry sand is offered to the youngest children to experiment with at the sand tray. An impromptu game of 'peek-a-boo', results in babies giggling with delight as they bob up and down. There are many resources to help babies and children develop a host of physical skills, including those needed to operate information communication and technology equipment or experiment with toys that require action by the child to make it work.

Good attention is given to helping children communicate through conversations, music, stories and song. The variety of toys and resources, include a wide selection of books. These are provided throughout the setting for all children to use, although, those on display in the book corner in the oldest children's room are not presented attractively to inspire children to use them regularly and independently.

All children use the outdoor area regularly or use equipment indoors to release excess energy and benefit from physical exercise. A variety of bikes, climbing and balancing apparatus is available and outdoor activities include, growing and harvesting vegetables, fruits and herbs. Children are involved in planting flowers in pots to display outside the setting helping to make it look attractive and welcoming.

The contribution of the early years provision to the well-being of children

There is a well-established key person system in place that helps children form secure attachments promoting their well-being and developing their confidence. All staff are involved in all aspects of babies and children's care, resulting in warm and caring relationships between adults and children throughout the setting. Babies smile with contentment when picked up and cuddled by familiar adults they trust and bond with. Adults fully understand the needs of children and pay attention to meet any specific individual care needs. For example, children who have special dietary requirements. When groups of children join together, adults are sensitive and responsive to meet the varying needs of different ages or abilities of children. This includes, for instance, good use of finger puppets to keep the youngest children interested in a complex story.

The wide variety of activities, toys and equipment provides opportunity for development of a varied range of skills and experiences that support children's growing independence, confidence and cooperation. For example, children understand about adopting a healthy lifestyle through access to regular physical exercise, a healthy diet and use of good personal hygiene routines. Some self-care routines do not yet fully involve the oldest children sufficiently well or maximise their understanding of effective procedures. For instance, hand washing following wiping their noses, serving themselves at lunch time or cutting up their food using the appropriate cutlery they are provided with.

The programme for learning based on children's individual interests and adult planned themes which focus on specific topics throughout the year help children learn in many different ways. Children are kept busy and well occupied which helps them behave very well. They are involved in routines which help them understand about safety, such as regularly practising the fire drill. Adults provide appropriate support to prepare them very well for their transitions, both within the setting and to other settings and schools.

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

The manager with day-to-day responsibility for the operation and management of the nursery employs an effective 'hands on' approach. She regularly works alongside the staff team enabling her to monitor the effectiveness of the provision and obtain a clear overview of the educational programme provided for children. There is a well-established programme of professional development for staff that includes frequent supervision of working practices and regular access to training. Staff work well together and share information regarding the progress and individual learning needs of the children frequently. Regular observation and assessment leads to effective planning of interesting activities which meets the needs of all children. Children's individual interests and learning goals are given high priority for planning and activities are delivered through a good balance of adult-led or child-initiated play and learning experiences. Parents are invited to be involved in this process making a strong contribution to meeting children's needs. Parents spoken to on the day of the inspection were very willing to 'sing the praises' of the setting. One described the nursery as 'fantastic' with friendly, approachable staff very flexible to meet parents individual needs. Parents felt that through sound information sharing and being kept very well informed of all aspects of their children's progress the transition into school for their eldest children was smooth and successful. Partnerships in the wider context are well established.

There are good systems in place to ensure that all adults have a clear understanding of their responsibility to keep children safe and well protected. For example, all staff are given good information regarding the settings safeguarding arrangements and their knowledge and understanding is checked by the nursery manager. They have access to relevant training so they know what to do if they need to take action if any concerns are raised. Staff regularly carry out risk assessments of the premises to ensure it is a safe, secure and suitable place for children to play. There are good systems in place for adults to reflect and evaluate the overall performance of the setting. This also takes into account the opinions of parents and, to a lesser degree, the views of children. Recently the documentation to record children's progress has been modified in line with changes to the revised Early Years Foundation Stage. This has also been aimed at reducing adults time in completing documentation and increasing that spent with the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY245791
Local authority	York
Inspection number	850310

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	23
Name of provider	Lynn Dyrdal
Date of previous inspection	23/09/2008
Telephone number	01904 628060

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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