

Little Tots

The Scout Hut, Gaysfield Road, Fishtoft, Boston, PE21 0SF

Inspection date

Previous inspection date

14/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Poor planning for the educational programmes and a lack of stimulating resources prevent a suitable balance of interesting activities across all seven areas of learning. This means that children are not always motivated to learn and sometimes lack enthusiasm.
- Observation and assessment of children's learning is weak. Staff lack sufficient knowledge of how to assess children's learning to identify and plan for individual children's needs. Observations are not frequent enough to build on children's progress.
- Insufficient information is gathered from parents about care needs and starting points for children's learning. Parents have limited opportunities to share learning from home to enable them to work together with staff in supporting their children's development.
- Self-evaluation systems are not sufficiently developed to focus on those areas which need most improvement

It has the following strengths

- Staff are kind and caring with all children, which results in them feeling safe and secure in the setting; new children settle well under their care.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager at appropriate times during the inspection.
- The inspector observed children and staff interactions throughout the inspection.
- The inspector reviewed documentation, including children's learning and development records, policies and procedures, accidents and medication records.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

Little Tots Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Fishtoft, near Boston, Lincolnshire. The nursery serves the local area and is accessible to all children. It operates from Fishtoft Scout Hut and there is a fully enclosed area available for outdoor play.

The nursery opens on Mondays to Fridays all year round. Sessions are from 9am until

12.30pm. An out-of-school club operates from 3pm until 6pm. Children attend for a variety of sessions. There are currently 15 children on roll who are within the early years age group.

The nursery employs two members of childcare staff. Both of them hold appropriate early years qualifications at level three. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have the appropriate training, skills and knowledge to develop effective teaching and provide children with challenging and motivating learning experiences
- improve the delivery of the educational programme by implementing a systematic approach to observation, assessment and planning to ensure all seven areas of learning are covered in sufficient depth and breadth to meet individual learning needs
- provide a welcoming and stimulating environment where children are able to enjoy learning; improve the equipment and resources so that they are interesting and provide sufficient challenge
- work in partnership with parents and others to promote the learning and development of all children, by establishing children's starting points, their next steps and supporting their learning at home.

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

- develop self-evaluation systems to bring about improvements for children and the quality of teaching.

Inspection judgements

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

Staff provide insufficient toys and resources ; they fail to challenge children and promote active learning, which means children make limited progress. For example, children do not have regular access to sensory play materials, and areas such as the home corner do not inspire children to use their imagination. Children settle well on arrival and demonstrate that they are happy in the care of the staff. New children are given time to explore their

surroundings at their own pace, and staff interact with them at appropriate times. Available resources provide children with some interest and there are some opportunities to choose resources, such as books and mark making equipment.

Observation, assessment and planning are ineffective as staff do not cover the areas of learning to ensure that children make good progress towards the early learning goals. Observations are infrequent and staff do not use them to shape individual learning experiences. In addition, insufficient information is gathered from parents about their children's interests, and what their children can do before they start in the nursery. This means that staff are unable to plan initial activities or experiences to effectively promote children's learning.

Staff have sufficient experience of caring for children with special educational needs and/or disabilities to provide appropriate support when the need arises. However, there are limited toys and equipment that reflect positive images of people in the wider world.

Children's language development is adequately fostered. Staff interact sufficiently well to support children's thinking, asking some open-ended questions. For example, 'What do we need to make a snowman?' They look at books together and staff use routine occasions, such as snack time, to chat with children about their weekend. Staff encourage children to make some independent choices in their play; for example, children choose materials to make a picture and decide how they are going to use them. They persevere well as they use scissors to cut the pieces of sticky tape they need, supported by staff. Activities such as circle time support children's social skills and a sense of belonging. For example, the welcome song is sung to them individually. Counting is encouraged at these times, and children count the number of children and adults present.

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

The setting is not particularly welcoming for children, with limited displays of children's work. Staff do not use labelling to help them understand that print carries meaning. However, children have developed close, warm relationships with staff, who are kind and caring. A key person system is in place. However, it is not fully effective as limited information is gathered from parents when children first start, and they are not encouraged to share their child's learning at home. This means that children do not reach their full potential in learning. Ongoing information about progress is shared only during general conversations.

Adequate strategies are in place to manage children's behaviour, and staff encourage sharing and turn-taking in preparation for school life. However, the poor use of resources means that children sometimes lack enthusiasm for learning. Children are praised when they do well, which generally builds self-esteem and confidence, such as when young children demonstrate independent counting in activities.

Children's safety is promoted well. They learn how to keep themselves safe, such as by handling scissors correctly, and participate in regular fire drills. A range of healthy snacks

are provided and children have access to fresh drinking water as and when required. Young children learn the importance of hand-washing before snack time to prevent the spread of germs. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. They have ample space to run around and be active, and enjoy experiencing changing weather, such as snow.

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

Recruitment procedures ensure staff are safe and suitable to work with the children, as criminal record checks are carried out and references obtained. Staff have a sound knowledge and understanding of the safeguarding children procedures and have completed training to ensure their knowledge is up to date. Policies and procedures are in place to support the running of the setting and documentation is kept to a suitable standard. Staff are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe.

At present, only the manager and deputy are employed, as numbers of children are low. Basic self-evaluation is in place, with some key weaknesses identified, such as the limited resources. However, although staff are aware of other areas for improvement, for example practice in observation and assessment, they have not begun to adequately address them. Consequently, the educational provision is poor and children are not making sufficient progress. Staff display a positive attitude and want to do well, but demonstrate only a basic understanding and knowledge of the learning and development requirements. They do not adequately support children in their individual learning and development.

Staff are beginning to build links with the local school to support smooth transitions and with other settings children attend. These are not yet secure enough to meet children's needs effectively because staff do not know whether other settings have completed the two-year-old progress check. As a result, staff are unaware of any next steps resulting from the check and are unable to use it to plan for future learning. Procedures are in place to carry out the check for children when required, and staff are aware of sharing the information with other agencies, such as health visitors.

Staff develop close relationships with parents, and there is a clear exchange of information about their children's day at collection time. Parents speak well of the nursery, and the staff and are happy with the care provided. They show their support as they take part in fundraising events, which also helps children and their families make friends.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

EY449375

Local authority	Lincolnshire
Inspection number	808367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	25
Number of children on roll	24
Name of provider	Angela Jane Baxter
Date of previous inspection	Not applicable
Telephone number	07913571999

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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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