

Little Chimps Day Nursery

Wimblebury Community Centre, John Street, Wimblebury, Cannock, Staffordshire, WS12 0RN

Inspection date	28/01/2013
Previous inspection date	19/05/2009

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

- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- Children's language and early communication skills are effectively promoted as staff extend children's vocabularies and encourage them to become aware of letters and sounds; some older or more able children spell out the letters of their names with confidence.
- The owner regularly monitors the educational programme and the performance of staff. Staff training needs are identified as they work to their individual development plans, which motivates staff and helps to improve their knowledge and practice.
- Children's progress is accurately monitored and assessed, enabling targeted support to be planned for individual children who may require the intervention of other professionals and agencies in some aspects of their learning and development.

It is not yet outstanding because

- There is scope to explore more innovative ways of capturing and using the views and opinions of children as part of the self-evaluation process.

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 observed activities throughout the nursery in both the indoor and outdoor spaces.
- The inspector spoke with the nursery owner, the manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion on the day of the inspection and from written comments obtained by the nursery.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Patricia Webb

Full Report

Information about the setting

Little Chimps Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community hall in the village of Wimblebury in Cannock, Staffordshire. It is privately owned and

operates from the main hall, a baby room and a sensory room. There is a fully enclosed outdoor play area. The nursery serves the local area and is accessible to all children.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 5 having completed relevant foundation degrees. Two staff, including the owner, are working towards a full degree and Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 63 children attending, 61 of whom are within the early years age group. Older children attend the before and after school provision offered by the nursery, as required. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- explore further ways in which the views and opinions of children can be used more effectively as part of the self-evaluation process, so that the drive to improve is enhanced by what they have to say.

Inspection judgements

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

Children are eager to engage in their activities as soon as they arrive in the setting. They benefit from the caring and friendly support they receive from their key persons who know their children's characters well. This is because they take time to discuss care routines and children's interests with parents when their children start. Children build their confidence and choose their activities freely, developing their own learning and enjoyment. Babies have ample opportunities to hone their physical skills as they crawl round the attractive baby room and use low level furniture to pull themselves up to stand. Opportunities to improve early walking skills are provided throughout the day, and are further enhanced by the use of the large hall.

All children enjoy the sensory room which has recently been developed to enable them to explore light and dark, coloured moving lights and the bubbling movement of the water. Babies and young toddlers explore texture as they discover different types of balls, including the rougher feel to the tumble drier balls and probe these using their fingers.

Older children engage in a well-planned range of adult-led and child-initiated activity. They visit the dedicated areas that promote all aspects of their learning, designing and building in construction, discovering facts about their world in the knowledge area and selecting much-loved books and stories in the quiet corner. Much excitement is shown when children discover some new dressing up outfits and the word goes out to come and try them on. Their delight is shared with parents at collection time as the children eagerly inform them of how they have been dressed as 'Snow White' today and show off the clothes.

Some older or more able children spell out the sounds and letters of their names confidently and can recognise some of their friends names too. This is due to staff having high expectations of what and how children learn and by providing resources and opportunities for children to develop these skills. Staff skilfully use open questions to encourage children's thinking. When considering the local history of the community, children talk about the coal they have in the 'Knowledge' area. Staff prompt them to contribute comments about how the coal feels, how a fire is made and where the coal came from. Children are able to answer these questions as many of them have visited a nearby heritage centre and experienced being 'at the coal face' for themselves. Staff also use a range of non-verbal communication systems, such as Makaton sign language and the Picture Exchange Communication System (PECS). This supports all children in making their needs known and met. All children enjoy using signing as part of their songs and rhymes, supported by staff who share their key skills in such areas. Children are encouraged to consider the needs of different people through accessing a range of resources and activities that celebrate such differences. A recent visit from a person with a visual impairment who brought along his guide dog, promoted children to consider the ways in which the person got around and how tasks that children take for granted may have to be pre-planned and thought through.

Children enjoy active play both indoors and outdoors and benefit from moving freely between the two throughout all seasons so that they can extend and enhance their learning by being outside. For example, during the recent cold weather, they discovered the melting properties of snow and ice, became aware of being careful when on the slippery surface and considered how to keep warm in the cold. Toddlers climb up the slide and tower, viewing their environment from a different perspective and testing out their confidence as they slide down with glee. Babies and younger toddlers have their own separate play area so that they can develop their physical skills in safety. This means that older children can run around with gusto, seeing off their various 'super heroes'. Staff's knowledge of child development enables this level of play to be supported effectively, as they are mindful of how children's physical growth prompts such activity.

Staff undertake pertinent and accurate assessments of each child's development, particularly when completing and discussing with parents the progress check for children aged two. They are skilled in identifying those children who may require additional support and intervention in order to make as much progress as they can. They work closely with parents, carers and other professionals to ensure that each child receives focused and individual support in order to achieve this. Children's social skills are encouraged in preparation for later transitions to nursery and school and help them to learn to play well with friends and share their toys.

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

Children seek out their key persons with confidence, sure of the positive response they will receive. They engage them in their play, inviting them to join them in the playhouse and giggling when staff have to bend down to enter. They understand why they need to follow effective routines to keep themselves healthy. They have had visits from a dental nurse to discuss brushing their teeth and now do this as part of their daily routine after lunch. Children are very competent as they manage their own needs. They wash their hands appropriately with little need for reminders or prompting from staff. Such support helps to prepare children to be independent, in readiness for when they move up in the setting or move on to school.

Healthy meals and snacks are provided throughout the day. Menus demonstrate a wide variety of meals that offer balanced and nutritious diets covering all major food groups. Staff have reviewed the main meal time arrangements following the last inspection. This has led to meal times being more social and enjoyable experiences and means that staff can support babies and toddlers more closely in developing their social skills and self-feeding routines.

The nursery operates in a community building and staff have to pack away all equipment at the end of each day. However, staff have worked hard to overcome limitations in the environment both indoors and outside. They are working with the landlord to ensure that planned improvements will benefit the children attending the nursery. They work well to ensure the environment is safe and comfortable for the children. Resources are presented effectively to encourage children to choose their activities and extend their own play. Older children show a clear grasp of possible dangers and how to keep themselves safe. They point out the dangers of the ice still visible in one part of the garden, with one child informing staff that, 'you would need skates on to play on that part'. Children are supported in building their relationships with each other and becoming aware of the consequences of their action on others. They understand why walking inside the nursery is safer than running and show care and concern for those children who are younger than themselves. Concerted efforts are made to work closely with parents and their children to promote positive behaviour. Staff initiate additional support and guidance where necessary, trying various techniques to enable children to understand and follow reasonable boundaries to keep themselves and others safe.

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

The owner monitors the quality of teaching and the overall practice with diligence and commitment and works closely with staff to overcome barriers and make the best of the building and resources. There is a very strong professional development programme in place to ensure that staff have the necessary skills, knowledge and motivation to extend

learning opportunities for the children. Regular staff meetings are used to discuss changes to the comprehensive policies and procedures and raise staffs' awareness of key aspects of the provision, such as security and safeguarding. Arrangements for safeguarding children within the provision and through work with outside agencies is good. Security at the premises has been fully reviewed and staff and parents have been informed of the need for diligence when people call at the setting. All staff have recently renewed their criminal records checks and the owner ensures the on-going suitability of staff through thorough appraisals and supervision. Staff are fully aware of their personal responsibilities in ensuring children are safe. Staff and parents are informed about not using social networking sites and mobile phones are not allowed to be used on the premises. All of the required confidential information about children and staff is maintained on site and is safe and secure.

The links with parents and other agencies are very well-established. Parents are very complimentary about the setting, highlighting the 'family feel' evident within the nursery. Other parents express deep gratitude for the support they have received as a family during some difficult times, and say they know that staff always have their child's best interests at heart. Some parents have chosen to leave their children in the nursery for their funded early education, happy with the progress their children are making and how they are actively involved in this. The nursery has arranged some Saturday workshops for parents around key aspects of the children's early years experiences. For example, they have discussed the Early Years Foundation Stage, safeguarding, and the reason why learning journey records are compiled to support children's progress. Attendance at these sessions is increasing as parents share the positive outcomes of developing their knowledge of their children's early experiences. They are encouraged to become actively involved in their child's learning and development at home because the setting displays simple but effective ideas for supporting this. For example, some ideas provided to parents include using talk about weighing and measuring when cooking with their children.

Parents' views have been successfully included in the nursery's self-evaluation process, showing that they are valued and helping to enhance the relationships between parents and staff. Evaluation is accurate and identifies clear areas for future development. This includes the new resources and a plan to develop an area to the rear of the property to offer forest school activities so that children can learn to risk assess for themselves and make the most of the outdoor environment. Staff track and observe children's progress and listen to what they have to say. However, staff have not yet explored more innovative ways of capturing and then using children's views effectively, as a way of enhancing the drive to improve.

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	EY279257
Local authority	Staffordshire

Inspection number	899282
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	63
Name of provider	Julie Amanda Aston-Vincent
Date of previous inspection	19/05/2009
Telephone number	07933 012 953

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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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