

Little Bundles of Murton

The Ribbon, Murton Children's Centre, Barnes Road, Murton, Seaham, County Durham, SR7 9QR

Inspection date	12/02/2013
Previous inspection date	11/06/2010

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

- There is a strong focus on children developing their communication and language skills, physical and personal, social and emotional development which lay strong foundations for their future learning.
- Children's individual needs and next steps are well planned for, which means that they make good progress given their starting points and capabilities.
- Children are handled sensitively as they move from room to room at times of transition, to ensure they continue to feel safe and secure.
- The setting is led by a manager who demonstrates a strong commitment to the professional development of staff to drive continuous improvement. Self-evaluation, action plans and targets for the future development of the setting are realistic and achievable.

It is not yet outstanding because

- There is scope for the further development of the outdoor area in order to provide children under the age of three with more interesting and challenging experiences.

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 in all the playrooms.
- The inspector held meetings with the manager and spoke to room leaders and childcare staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records and planning documentation,
- the nursery's self-evaluation form and a selection of policies, including safeguarding and risk assessments.
- The inspector took into account the views of parents spoken to the day.

Inspector

Susan Heap

Full Report

Information about the setting

Little Bundles of Murton Limited was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Murton area of Seaham, County Durham and is managed by a management committee. The nursery serves the local area and is accessible to all children. It operates from the Ribbon Academy Trust and there is a fully enclosed area

available for outdoor play. The nursery employs 15 members of child care staff. Of these, 12 hold early years qualifications at level 3. Three members of staff have Foundation degrees in Early Years and Childhood Studies. Additionally, one member of staff has Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am to 5.30pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The nursery provides funded early years education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special 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:

- extend the educational programmes in the outdoor area for children aged under three so that they can enjoy rich varied and imaginative experiences by providing stimulating resources which are accessible and open ended so that they can be used, moved and combined in a variety of ways.

Inspection judgements

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

The staff know their key children extremely well and have high expectations of what children can achieve. They successfully use the information from their observations of children's play to plan experiences and activities to meet children's individual development needs. As a result, children are making good progress within the development bands for their age group and are supported very well through individual planned activities. This is particularly beneficial for children who have identified special needs and/or disabilities or English as an additional language. Staff show a strong level of commitment to narrowing the gap for such children and ensure they progress well given their starting points and capabilities. This is achieved through individual support when needed.

There is a very strong focus on children following their interests in their play. The staff team fully supports this by extending play activities to improve the high quality of children's learning. For example, in the under two's room, children enjoy playing in cereal in a large hard wearing tray. They carefully add metal objects, such as bun trays, pots and pans which they fill and empty. The staff enhance this by providing bun cases for children to use in their imaginative play. In the over two's room, a well-planned role play area enables children to be imaginative and act out real life scenarios. They concentrate for

long periods of time and are actively engaged as they pretend to cook rice in pans or the microwave. Staff supply pretend play food and real foods, such as prawn crackers, cooked and dried rice to extend children's ideas into creating a restaurant. As a result, the quality of teaching and learning is good and children become active learners.

New observation, assessment and planning systems have been introduced to meet the learning and development requirements of the Early Years Foundation Stage. Monitoring systems to ensure their successful delivery and that they continuously improve the quality of teaching and learning are fully embedded into practice. The staff have a secure understanding of how children learn through their play and readily acknowledge that the three prime areas lay the foundations for their future learning and link into the specific areas. As a result, there is a strong focus on children acquiring and developing good communication and language skills, physical and personal, social and emotional development. The use of small group times is effectively used for them to develop these skills. For example, during 'Song in a Bag' sessions children learn to take turns as well as use puppets to bring favourite songs to life. The staff are enthusiastic, make learning fun and use these sessions to help children to develop their thinking skills and make connections by asking children open ended questions. Similarly, during recall time, children reflect on their morning or afternoon activities, what they have done, liked and learnt that day. Staff in the over two's room are fully aware of the progress check at age two assessment and have already completed these. They are in the process of planning meetings with parents to discuss and add parents' views about their child's learning and development.

Parents are involved in their children's learning by contributing their observations or photographs of children's play and experiences within their children's learning journeys. The staff build on these through individual planning and enhancing children's play and learning experiences. Children benefit from continuity of learning and care because the setting offers integrated nursery education and care with the on-site school. As a result, it works closely alongside the nursery teacher delivering the Early Years Foundation Stage to all children.

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

Staff ensure that the daily routines incorporate that all children have daily access to fresh air and exercise to promote healthy lifestyles and their all-round physical development. All children's rooms have direct access to the outdoor areas where they can practise and refine their developing skills, taking risks in a safe environment. For example, children under three years practise their balancing skills as they walk along a line of crates while staff support them in counting how many steps they have taken. There is scope for the outdoor area, for children aged under three years, to be more attractive and appealing in order to ignite their interest and offer more challenge. Children behave well and in ways that are safe for themselves and others and develop an understanding of dangers and learn how to stay safe.

Children aged over three years show good levels of control as they ride scooters and bicycles or transport crates in wheelbarrows. Staff introduce new words and concepts to

children as they walk along a line of crates, such as side-stepping. Children's confidence in their ideas, thinking and achievements are fostered because staff use lots of verbal praise. For example, with phrases, such as 'That's a good idea' when children use their arms to balance themselves without any prompting. The setting is involved in a pilot scheme entitled 'Developing Movement Skills in the Early Years'. The room leader for children aged over three years is taking the lead on this. The aim is to develop children's skills in balance, coordination, body awareness, strength and speed, rhythm and sequence, manipulation and manual dexterity. As a result, there is a daily programme of short activities for children to develop these skills. Activities such as these improve children's health and physical development, their brain development and functioning in preparation for school.

Each of the children's rooms provides good quality learning opportunities with accessible resources at children's height, enabling children to play and explore. All resources are placed at a low-level in the baby room, and activities are planned to take place on the floor, in large trays or at low-level tables.

Staff are sensitive and caring towards the children, helping them to feel safe and secure; particularly during periods of transition, as children settle into nursery, progress from room-to-room or move into the school nursery. For example, they embark on short taster sessions with their key person to their new room and parents and children are introduced to the new key person. Daily verbal exchanges of information between the parents and the children's key person ensure children's individual needs are continually identified and met. Children who are less confident or unsure of new situations are supported very well by attentive staff who give them reassurance. An example of this is when a child is wary of the noise an electric hand drier makes in the bathroom.

Children have good opportunities to learn about healthy eating because they eat healthy meals and snacks. Their individual dietary needs and parental preferences are effectively met by the close partnership working the setting has with the school meals service provided by the on-site school. Their growing understanding of how to keep themselves healthy and practise their self-care skills is encouraged because all children brush their teeth after meals. Lunch and snack time routines are well-established where children sit with their key person or another adult. All children show good levels of developing their independence skills. For example, older children peel the skin off tangerines or wash their plates after their morning snack.

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

The management company completed a major restructuring in September 2012. As a result, a new manager was appointed from the existing management committee and 60% of the staff have been newly recruited. The manager has put in place robust recruitment and selection procedures. This ensures that staff employed are of a high calibre to ensure the continuous improvement to the delivery of high quality care, education and learning. The manager is enthusiastic and has a strong vision for the future and has put in place effective improvement and business plans. Self-evaluation is effective and the majority of

areas identified for improvement has already been successfully completed and improved outcomes for all children.

The manager demonstrates a high level of commitment to support staff training to ensure they are confident, capable and are able to develop their professional skills. She has a secure understanding of her role in monitoring and delivering all aspects of the Statutory Framework for the Early Years Foundation Stage. This is achieved through weekly staff meetings, in-house training, mentoring and role modelling, as well as spot observations by herself and the nursery teacher within the on-site school. A new management structure is in place to support staff in their day-to-day work with the children to build on the good practice already quickly established. Each of the children's rooms has a budget to ensure that areas are well-resourced with high quality toys and equipment. As a result, the staff team feel valued and supported. They are enthusiastic, committed and take pride in their daily work to ensure that all children enjoy valuable teaching and learning experiences.

Policies and procedures are successfully and consistently implemented and underpin daily practice to meet the safeguarding and welfare needs of children. Children's safety is strongly promoted. The setting has a rigorous approach to establishing whether adults are suitable to work with children. A checklist ensures that relevant checks are undertaken. The manager and the whole staff team have a secure understanding of their role in safeguarding children and the reporting procedures in place to protect children and keep them safe from harm.

The setting's engagement with parents is good. They are actively invited to contribute their ideas comments and observations if their child has a new interest or achievement. Home visits to parents and children are planned for new children starting at the setting. A series of parent interactive workshops are organised for March 2013 to involve parents more in understanding the value of play in children's learning. These support strong foundations for partnership working and improve the quality of children's play experiences. There is a strong ethos for staff to support all children, especially those with special needs and/or disabilities. As a result, all staff have high aspirations for children's individual progress through effective partnership working with parents and other professionals. Parents comment extremely positively about the professionalism of the staff team; their approachability, how they feel confident that their children are safe and well cared for and the good quality of the support and advice given to them.

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
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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	EY342286
Local authority	Durham
Inspection number	862946

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	89
Name of provider	Little Bundles of Murton Limited
Date of previous inspection	11/06/2010
Telephone number	0191 5175 907

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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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