

Little Nutkins

1a Cherry Orchard, HENLEY-IN-ARDEN, West Midlands, B95 5JW

Inspection date

Previous inspection date

14/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children move around the nursery with great confidence and have good access to interesting and well-resourced areas. They initiate their own play choices, show independence and curiosity, and engage well with staff.
- Partnerships with parents, carers and other professionals are being established and make a strong contribution to meeting children's needs.
- The vision, dedication and commitment of the manager, staff and parents have significantly improved the learning environment and care arrangements for children.

It is not yet good because

- Observations and assessments of children's progress are not always rigorous enough to consistently identify clear next steps. This occasionally results in some learning experiences that are not fully matched to children's needs or do not have sufficient challenge.
- Children's well-being is not fully secured because appropriate actions are not consistently taken to ensure the cleanliness of the outdoor equipment.
- Self-evaluation is not sufficiently robust to ensure that the plans to implement identified targets are sharply focused to maximise continuous improvement.

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 and outdoor play area.
- The inspector spoke with the manager, deputy, staff and children at appropriate times throughout the observations.
- The inspector looked at documentation including staffing information, children's records and learning journals, and a selection of policies and procedures.
- The inspector also invited the opinions of parents and took into account their views posted on a national nursery website.

Inspector

Lucy Showell

Full Report

Information about the setting

Little Nutkins is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Henley-in-Arden, Warwickshire, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a single-storey building. There are three base rooms and additional play spaces, and there is a fully enclosed area available for outdoor

play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager, who holds level 5 and the deputy who holds level 6.

The nursery opens Monday to Friday all year round, except public holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 28 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- provide more challenging and enjoyable experiences for children in all areas of learning and development by improving the use of observation and assessment of children's learning to consistently identify their next steps, and planning for individual children, taking into account their interests and the next steps in their learning
- ensure the cleanliness of the outdoor equipment is checked and any actions are taken prior to use so that children are able to use the equipment appropriately.

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

- extend and review self-evaluation to monitor the impact of improvements and inform clear targets for further developments to the provision for children.

Inspection judgements

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

The staff are increasing their knowledge of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. They understand how children learn and provide some good opportunities and activities to promote their development. Staff listen to advice and guidance from their early years team and are researching suitable methods of monitoring children's progress. They are currently preparing a revised system which they hope to have in operation soon. Currently, however, observations and assessments of the children are not sufficiently robust or completed often enough for staff to consistently identify clear next steps. Consequently, some activities occasionally do not provide significant challenge or extend children's

learning and development based on what individual children already know and can do. Parents are involved in children's learning. For example, they use an 'all about me' form to contribute to the identification of children's starting points.

Children receive some good praise and encouragement for their efforts and achievements. Staff generally interact effectively, responding to the children and asking some appropriate questions to extend their learning. For example, staff encourage children to 'drive the bus' and use their imaginations to express where they are going on their journey. Children sit in the comfy and welcoming story tunnel and listen intently to the story. Staff encourage the children to get involved in the story by sharing ideas about what will happen next. Children are also able to follow along using effective props, such as individual worms, as they enjoy their chosen story of the week.

Children are confident, enthusiastic learners. They ask questions of staff, and older children show care and consideration to the younger ones. They access a good variety of resources to support their development across all areas of learning. Children enjoy choosing the different activities within the varied zones around the rooms. They play in the dark tent, peeping through as they open the door just wide enough to let the light in. In the 'messy area' they scoop and mould in the sand, pour and fill containers in the water or select different coloured paints to make a picture. The welcoming 'expressive area' is complete with curtains as a backdrop. This provides children with a clear space to sit or stand as they play the musical instruments or to enjoy their music and movement sessions.

Children act out real and imagined experiences in the role play room. They take turns to push the babies in the pram and buggies, help to change and feed them or cook dinner for their friends in the kitchen. There are a good range of natural resources available. Children use their senses as they scrunch the leaves, build with the sticks, seeing how high they can go, and listen to the sounds as they scratch and scrape with the pine cones. They select from the treasure basket, exploring the different textures and investigating different objects. These activities support children to develop the skills needed to help prepare them for the next stages in their learning in other settings or school.

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

The nursery is warm, homely and child-friendly. There is careful use of soft furnishing, such as draped voile curtains and comfy cushions, which help children to feel at ease in their surroundings. The brightly coloured displays, which include useful information for parents and examples of the children's creations, add to the welcoming environment. Children appear comfortable in their surroundings and are becoming more aware of safety as they enjoy free access to the resources. Children receive gentle reminders during play not to run around inside and to be careful of younger children as they play on the carpet close by. This encourages children to manage their own surroundings and develop an awareness of safety as they minimise possible hazards. However, some of the equipment in the garden is dirty due to ducks and geese fouling and has not been checked prior to use. This poses a possible health risk if children touch it or get too close as they play.

Staff are warm and caring, which promotes children's confidence and sense of belonging. The key person system is becoming effective in supporting individual needs, with some positive relationships emerging. Initial information about children's likes, dislikes and care needs is gained from parents and some useful information about the day's events is shared at the end of each session. The flexible routines mean that children have good opportunities to go outside. Children understand that they need to wrap up warm when it is cold and put on their wellies when it is wet. Outside they use the space and equipment well. Children select twigs to poke and dig in the planters or to use to point at far away objects from the pirate ship. They enjoy being active; running around, riding bikes or negotiating the climbing frame. The planting areas are being prepared to grow some fruit and vegetables, and plans are in place to turn one of the outside areas into an allotment. These opportunities help children to develop a good understanding of their health needs and of the benefits of fresh air and exercise.

The staff are positive role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing. Children are developing some effective independent self-care skills. Their care needs are managed well, with children's individual routines with regard to sleep being followed. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. Nutritious and well-balanced meals are provided and children are happy to show when they have finished or confident to ask for seconds. These skills support children's well-being, preparing them for their transitions both within the nursery and to other settings and school.

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

Staff have increasing understanding of their responsibilities in meeting the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. They are becoming more aware of the importance of assessing and monitoring the planning and delivery of the educational programmes so that each child receives enjoyable and beneficial experiences. Staff are currently reviewing and updating some of their systems due to a change of ownership and fully intend to continue to develop this further. For example, the nursery's written policies and procedures are under review. These are being checked to make sure that each member of staff understands and implements these well so that children's needs are met.

Children's safety is secured because staff demonstrate a good level of understanding of the safeguarding and welfare requirements. For example, they have clear understanding of their child protection procedures and knowledge of how to report concerns or deal with allegations, and all relevant contact details are readily available. Sound recruitment and vetting systems are in place, ensuring all people working with the children are suitable to do so. Staff have attended recent training and identified further opportunities to support their ongoing professional development. This ensures that designated roles within the nursery are appropriately deployed and staff skills are used to best effect to provide the

quality service that each child deserves.

Regular staff meetings enable them to discuss and focus on current legislation and to adapt practice accordingly. They are working hard making improvements to the nursery and working well together through the new ownership and renaming of the nursery. They welcome advice and guidance and there is an exciting ethos within the nursery because all staff are striving for excellence. They have identified their strengths and further areas to improve and have many interesting plans for the future. However, they are yet to monitor the impact of the recent improvements. Therefore, they do not use this information to ensure their plans for the future are sharply focused to maximise their impact on the provision for children.

Staff understand the importance of getting to know each of the children well so that they can ensure all children's needs are met effectively. They also know the value and purpose of good communication with other professionals who are involved in children's care. For example, although there are currently no children attending with special educational needs and/or disabilities, who speak English as an additional language or who attend other settings, staff recognise that children benefit through complementary and consistent practice. As a result, staff are currently developing their links with other local provisions and continuing to develop their partnerships with parents and carers. Staff invite parents and carers to share their opinions of the nursery and to be involved in the changes that are being made. Parents are pleased with the improvements and recent comments show how happy they are with the nursery. For example, parents say the nursery is a 'great place with a great atmosphere and wonderful staff. Really can't praise and recommend it enough. My children come back happy and tired after an action packed day'.

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	EY454143
Local authority	Warwickshire
Inspection number	882728
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	28
Name of provider	Sophie Natalie Dewar
Date of previous inspection	Not applicable
Telephone number	01564 898 187

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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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