

Leo's Den At Arnold Mill Primary School

Cross Street, Arnold, Nottingham, NG5 7AX

Inspection date	28/05/2013
Previous inspection date	03/02/2009

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's learning is complemented well. This is because practitioners have a good understanding of child development. They skilfully enhance children's development through positive interaction and effective use of resources.
- Secure attachments between children and practitioners are successfully embedded. Practitioners work sensitively with children to ensure they feel safe and secure to participate in the activities both inside and outdoors.
- Effective leadership and the management team ensure the quality of service provided for children and their families is of a good standard because they are enthusiastic and are good role models for practitioners to follow.

It is not yet outstanding because

- The role of the key person is embedded successfully in practice. However, there is some lack of clarity for parents as they do not have a secure understanding of who the individual practitioners are who support their children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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, coordinating manager, registered individual, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation, including children's records, self-evaluation record, planning documentation and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Leo's Den at Arnold Mill was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in single-storey converted premises on the school site of Arnold Mill Primary School in the area of Arnold, Nottingham. The after school and holiday care facility serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two childcare staff are unqualified. The after school club opens Monday to Friday term time only. Sessions are from 3.30pm to 6pm. The holiday club opens Monday to Friday during school holidays. Sessions are from 8am to 6pm. The holiday club is closed for one week at Christmas and all public bank holidays. Children attend for a variety of sessions. There are currently 63 children on roll and of these, 11 children attend who are in the early years age group. The nursery supports a number of 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:

- strengthen the already good key person role by highlighting this more to parents so they know who specifically supports their child.

Inspection judgements

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

Practitioners have a good understanding of how children develop and successfully implement the areas of learning to support their progress. During term time, close links with the host school enable practitioners to plan play pertinent for individual children. This also helps children prepare for their next stage in their learning through accessing more structured activities in readiness for school. During the holidays this is more flexible, although practitioners are skilful in quickly recognising and identifying varying levels of children's development and progress. Practitioners implement the Early Years Foundation Stage framework into their practice well using the 'Development Matters in the Early Years Foundation Stage' guidance to flexibly track children's progress. Practitioners observe children in their play and plan activities building on their interests. As a result, children's learning and development is complemented well because they are engaged, motivated and interested in their play. Practitioners share with parents what their children have been involved in and how they have enjoyed the session. This keeps parents informed of their child's progress and gives them further ideas to continue to support their child's

learning at home.

Children thoroughly enjoy the structured tennis sessions. They listen carefully to the instructions and are eager to have a go, practising their hand and eye coordination and racket and ball control. Outside, children enhance their large muscle skills further. They play cat and mouse team games, taking it in turn to catch one another. They move around with control and ease, dodging and twisting as they attempt to escape their catchers while having lots of fun. Other children seek out more leisurely activities, such as counting games with rings. They carefully place them in a row counting them as they place each coloured ring in the correct line to form a sequence of rings in the same colour. This helps children develop their mathematical and colour recognition skills well. Children make independent choices in their play. They show confidence as they move around between the rooms. For example, children choose to use programmable resources in the computer room, as well as look at story books. Other children use the electronic computer game in the main room. They confidently use controls to start the game and share happily with their friends as they take turns and help one another. Children use their imaginative skills well. They explore and design their own space ships during various construction activities and role play with prams and dolls.

Practitioners supervise children well and skilfully involve themselves with children's play. Their quality of teaching is good. For example, stories read are used to enhance children's thoughts and ideas because practitioners ask open-ended questions. Children are actively encouraged to choose their own activities and help set up their own play. Not only is this active learning but also enhances and supports children's interests. Practitioners promote inclusion through ensuring all children have access to all toys and resources, which positively promotes diversity. Within planning, cultural festivals are acknowledged in various activities, which boys and girls access while playing happily together.

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

Practitioners create a welcoming, safe, clean and stimulating environment for children. Toys, resources and activities are easily accessible, helping children to make independent choices in their play. Good use is made of the various rooms within the building as well as the outdoor area. Children can freely move between rooms as they make choices in where and what they would like to play with. They show good levels of decision making and care for the toys. For example, they choose which toys to bring in to the main room, collecting them as they help one another to carry and move the toys, safely supervised by practitioners. Children are well behaved, confident and show good levels of self-esteem. They adhere to the boundaries and expectations consistently set and managed by practitioners. On odd occasions, children are gently reminded by practitioners about the setting's rules, to which they respond quickly. Overall, children are happy and settled.

The key person system, generally, works effectively in practice for children, ensuring all their needs are quickly identified and met. Practitioners value parents' input from initial discussions as this helps them prepare and plan play and routines that children are familiar with; this also eases transitions to the group. This is also maintained throughout the time that the child attends, keeping parents informed of how their children are

progressing. However, there is a lack of clarity for parents in having a secure understanding of who the individual practitioners are. This means they are not always clear which key person supports their child. Good embedded attachments are in place between the children and practitioners. This helps children feel safe and secure. For example, the youngest of children are guided sensitively and given plenty of reassurance and support to enhance their learning and skills by feeling safe to try varying activities both inside and outdoors. Practitioners work sensitively with children who require extra support, such as children who have special educational needs and/or disabilities. Information is gathered from parents and other professionals who are involved with the child. This enables practitioners to adapt activities and plan pertinent play to ensure all children are included in the range of activities on offer.

Practitioners effectively oversee children's toileting and self-care routines. They also provide good opportunities and experiences to help children learn about keeping healthy and safe. For example, children are encouraged to help tidy away and clean up after eating their lunch. They show good levels of interest as they wipe tables and brush the floors. They are curious to know about cleaning substances and practitioners skilfully enhance their knowledge about good hygiene practices. Furthermore, children are inquisitive about the fire alarm boxes. Practitioners again skilfully describe what they are used for and when and extend children's knowledge by reminding them of emergency evacuation drills that they have participated in. Practitioners value the importance of helping children keep fit and healthy. They plan play to incorporate time outside every day where children run around in the fresh air, while exercising and having fun. Regular tennis and dance sessions held throughout the holidays further enhance children's hand/eye coordination and muscle control skills well.

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

Practitioners have a good understanding of their role and responsibility to safeguard children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care. Regular training keeps them up to date with current policies and procedures. For example, regular training regarding the designated person keeps them up to date with changes to ensure they are familiar with new procedures to protect children and make referrals. Effective recruitment, induction and performance management of practitioners, overseen by the senior management team, ensure that the suitability and performance of all practitioners working with children is of a good standard. Children are supervised effectively by practitioners both inside and outdoors. Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. For example, practitioners check the outdoor play areas for any hazards before taking the children outside to play team games.

All required records to meet the welfare requirements for the Early Years Foundation Stage are in place and accurately recorded. Records are shared in a confidential way because staff only share information with parents about their own child. A suitable range of written policies and procedures, which are adhered to by staff, underpin the running of the club.

Managers effectively oversee practitioner performances through various ways, such as team meetings and regular supervision and appraisals of the whole team. They are good role models, which practitioners effectively follow. As a result, children benefit well from a well-motivated and enthusiastic team. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. These successfully complement children's learning and development. Consistency of the practitioner team provides a robust and well-embedded workforce who work well together. This also offers continuity of care for children and their family. The self-evaluation process works well. Parents' and children's views are actively sought to support practitioners in continually making improvements. For example, practitioners talk to children about what they like to play with and what new toys they would like to try. Senior management then review the information to purchase appropriate equipment and resources which benefit children.

Parents spoken to are positive in their comments and value the service that is offered. For example, parents find practitioners warm and welcoming and supportive in meeting their child's overall needs. Practitioners ensure that information is effectively and sensitively exchanged. For example, daily discussions at the beginning and end of the session let parents know how their children have been and what they have enjoyed playing with. Furthermore, a suitable range of written policies and procedures, photographs of practitioners, play plans and general information about the services the setting has to offer are displayed around the building and accessible for parents to view independently. Practitioners work effectively with other professionals to support and complement children's ongoing and changing needs. For example, they talk to teachers to find out how they can support children further while they are in their care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY381070
Local authority	Nottinghamshire
Inspection number	873863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	63
Name of provider	Leo's Childrens Nurseries Ltd
Date of previous inspection	03/02/2009
Telephone number	01159 673 229

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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, which are usually the childminder's 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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