

Little Legs Nursery

Colster Way, Colsterworth, Nr Grantham, Lincolnshire, NG33 5JT

Inspection date

24/04/2013

Previous inspection date

17/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 learning because they are offered a good range of activities that are presented in varied ways. This means their interest is aroused, they want to take part and make good progress in their development as a result.
- Children's health is promoted very well because they are provided with nutritious meals and have good opportunities to play outdoors in the fresh air.
- Children of different ages have regular opportunities to engage with one another and play together. This gives the nursery a homely and family-orientated feel and encourages the older children to develop a caring attitude towards the youngest ones.
- Children are valued as individuals. Through good partnership working with parents information is shared effectively, which means the care they receive in the setting, is consistent with their home life.

It is not yet outstanding because

- Children do not have consistently rich opportunities to observe numbers in the outdoor area in order to support their understanding of how to use them in different contexts.
- Opportunities for children to see print and learn about and use words are not extended to the outdoor environment.

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 had a tour of the premises and observed children playing in the playroom and outdoor area.
- The inspector met with the owner/manager and the deputy manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at children's learning records, planning documents and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Little Legs Nursery registered under the current owner in 2010 having previously been registered since 2009. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned provision and operates from the Community Youth Club building in Colsterworth in Lincolnshire. Children are cared for in one main room which has a partitioned area for those under two-years-old. There is an enclosed area for outdoor play. A rabbit is kept as a pet.

The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three hold qualifications at level 3 and one holds a qualification at level 2. Opening times are Monday to Friday all year round from 7am until 6pm, except for public holidays and a week over the Christmas period. A before and after school club operates during school term times and a holiday club during school holidays. This provision is for school-aged children up to the age of 11 years. Children attend for a variety of sessions and there are currently 40 on roll, of whom, 30 are in the early years age group. The nursery provides funded early education for three- and four-year-old children and supports children who use English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend opportunities for children to see and use number in the outdoor environment, such as providing number labels, signs and posters, for children to use in their play
- enhance the opportunities for children to see and use print in the outdoor environment, for example, by displaying names and signs.

Inspection judgements

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

All staff have a good understanding of how to support young children's learning. They enable them to play uninterrupted with resources of their own choice and to extend their learning through group activities. This enables children to learn independently and from each other. For example, a group of children become fully immersed as they play with a

train set. They work cooperatively as they build the track and develop independent thinking skills as they work out problems for themselves. For example, when the bridge repeatedly falls down, one child creatively uses a shoe to help this stay up. Once the track is complete, children spend a good amount of time sending their trains around this. They confidently use their imagination as they pretend to stop and collect passengers at the station. Staff lead small group activities, which are targeted at helping children to develop specific skills. For example, a member of staff involves older children in a shape matching game, to support their mathematical development. She skilfully encourages children to learn the names of the shapes as they pick up a card, and to make connections as they see if this matches any on their board. Children are keen to be involved and are motivated to learn. Consequently, they make good progress in their learning and are well-prepared for when they move on to school.

Staff give good attention to promoting children's communication and language development. For example, they hide toy animals outdoors and as children hunt for them, they encourage them to sing a song about walking through the jungle. This enables children to make connections in their learning in a fun way. It also provides good opportunities for younger ones to develop their vocabulary as they learn words, such as 'giraffe'. Children have free access to books which helps them to develop a love of reading from an early age. For example, they are keen to share their favourite stories with visitors. Staff teach older children to recognise letters of the alphabet and to learn the corresponding sounds. This means they begin to understand about decoding words. For instance, when the letter 'm' card is held up one child confidently recognises that the word 'mummy' starts with this. Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of their abilities in all areas. In conjunction with parents, staff carefully assess when the most appropriate time is for them to carry out the required assessment for two-year-olds. This ensures it is an accurate reflection of their ability. High priority is given to encouraging parents to be involved in their children's learning. For instance, activity sheets are provided for older children to complete at home with their parents. Parents are actively encouraged to share information about their children's learning outside the nursery. For example, when one child writes various words at home this is brought to share with the child's key person and then included in their progress file. This means staff can plan precisely for the next steps in children's learning because they have a full picture of their development.

Staff provide a welcoming and homely environment. For instance, the baby sleep area is set out to represent a bedroom. This provides an environment similar to that they experience at home and effectively helps them to settle at rest time. Sofas are provided which means children and staff can sit together and babies can be fed comfortably. Children of different ages have regular opportunities to come together throughout the day, such as meal times and outdoor play. This encourages older children to develop a caring attitude towards the youngest ones. Toys and resources are all presented at children's level, so they can choose from these freely. Children's names are displayed above their coat peg and on their drawer to show them print has meaning. However, children do not have similarly rich opportunities to see and use words and numbers in the outdoor area. This means their understanding of how these can be used in different contexts and in different environments is not fully supported. Staff give high priority to

enabling babies to learn through exploring different materials and textures in open-ended ways. This very effectively supports them in making sense of their world as they learn through their senses. For instance, one child shows sustained concentration as he examines a length of small lights. He delights in looking at the brightness and different colours of these. A member of staff then skilfully extends the child's learning. She hides the lights under a large piece of shiny material and encourages him to find them again. This successfully enables very young children to learn that objects are still there even though they are out of sight.

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

Children's key persons pay good attention to making their transition into the nursery a pleasant experience. For instance, pre-placement visits are actively encouraged so children can gradually become familiar with their new environment. Staff make sure they are fully informed about children's interests and use these successfully to help them settle. Staff develop close and trusting bonds with all children. For instance, youngest ones snuggle into them when they are feeling tired or just need a little reassurance. As children develop and their needs change these are discussed with parents. For instance, when potty training is undertaken parents are asked to provide plenty of spare clothes in case accidents happen. This means children are kept clean and comfortable during the process.

Children learn to behave well because staff ensure they have secure routines and know what is expected of them. For example, they know that they must wash their hands before they sit at the table to eat. They learn to adopt a caring attitude when they have contact with animals. For instance, they are taught to stroke the nursery rabbit and newly hatched ducklings gently, so they do not hurt them. Staff provide good opportunities for children to take on responsibility, which successfully helps them to develop their self-esteem and confidence. For instance, they can take the nursery doll home for the weekend. They are asked to care for the doll and make sure, for example, that it wears its pyjamas at bedtime. They are then asked, with the help of their parents, to record the doll's time with them in a diary. Children are taught to take an interest in each other's lives which helps them to be accepting of one another. For instance, when parents record what they have done at home in their communication diary this is discussed at group time. Staff actively encourage children to keep themselves safe. For example, they practise the fire drill each month with them so they become familiar with this. Children know to keep their footwear on indoors so they do not have to stop and put these on when they evacuate the building. This speeds up the process and makes it more efficient.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they provide them with nutritious food at meal times and ensure they clean their teeth after eating their lunch. They enable children to plant and care for different vegetables in the garden. This effectively supports them in learning about food sourcing and how things grow and change over time. Staff ensure children have lots of opportunities to play outside each day. Consequently, they benefit from lots of fresh air and develop good physical skills through using a variety of resources. For example, they show good control as they ride wheeled toys and climb the steps to the slide. Younger children delight in

digging and making castles in the sand, whilst older ones sit in a tent and practise their writing skills using pens and 'wipe' boards.

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

The owner/manager leads and manages the nursery effectively and ensures the requirements of the Early Years Foundation Stage are met successfully. The nursery is kept secure, regular safety checks are undertaken and staff follow safe procedures during everyday routines. For example, the 'half' door to the kitchen is kept closed which means children can observe staff but not enter the area. Food is checked to ensure it is at a safe temperature before it is served to children. High adult to children ratios are maintained on outings which ensures children are well supervised. They wear high visibility vests so they can be seen easily. This means children are well protected. The recruitment and vetting of any new staff is thorough which means informed decisions about their suitability are made. Staff attend training in safeguarding and this topic is always discussed at monthly staff meetings. This means staff are confident in their ability to recognise the possible indicators of abuse or neglect and know to whom they should refer any concerns.

Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the manager undertakes regular observations of their practice, to judge the quality of their teaching. She regularly checks children's developmental records to ensure the educational programmes successfully cover all areas of learning. If any gaps are identified these are discussed with staff and action is taken to address them. Annual appraisals are used effectively to assess staff's ongoing suitability and to help them plan for their personal development. The staff team is friendly and approachable. They carry out their duties efficiently, which means children are well cared for and supported effectively in their learning. There is a good commitment to monitoring the quality of the service through self-evaluation and to continually improving this. For example, recommendations raised at the last inspection have been successfully addressed which has improved the educational programmes. The introduction of a decked area and purpose-built canopy in the garden means children can now access the area in all weathers. Parents and children are consulted on a regular basis to ensure their views of the service are known and responded to. For example, in response to parents' concerns over the safety of the car park a light was fitted which is switched on at dusk and a new surface laid to improve the area. Children are regularly consulted about the menu and their requests for particular dishes are accommodated where possible. This effectively helps them to take ownership of the nursery and means their views are listened to and valued.

Staff give high priority to establishing and maintaining good partnerships with parents. They ensure they are well informed of all aspects of the service through a prospectus and regular newsletters. Good communication is fostered on an ongoing basis through daily discussion. Written information is displayed regarding the activities of the day and the menu. Parents are regularly invited to events at the nursery, such as an Easter egg hunt and to accompany their children on their yearly outing to a zoo. For those parents who are unable to accompany their children, staff take responsibility for them. This means that no

child misses out on the experience. Parents are keen to share their views of the nursery. They describe staff as being very caring and they like the homely environment. The nursery has good links with other early years providers. For example, staff work in conjunction with local schools to ensure children are taught phonics in the same way. Teachers regularly visit the nursery to get to know the children and observe their learning before they move into their care. This supports children's transition to their new setting very effectively.

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	EY409512
Local authority	Lincolnshire
Inspection number	914392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Sarah Jayne Moore
Date of previous inspection	17/02/2011
Telephone number	01476860053

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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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