

Little Faces Childcare

Pontlands Park, West Hanningfield Road, Great Baddow, Chelmsford, Essex, CM2 8HR

Inspection date

29/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy, confident and comfortable in the nursery because the effective key person system ensures that their needs are well met.
- Children are active and keen learners. They participate in a good range of planned and freely chosen play, often guiding their own learning as they make choices and decisions about their day.
- Practitioners proficiently capture children's interests, engaging them in challenging and purposeful learning experiences. They intervene in a timely manner to support children's learning and use clear questioning skills to extend their thinking.
- The nursery has effective arrangements to help children to settle when they first attend. Good transition arrangements mean that children move confidently through the nursery from one age group to another and on to school.

It is not yet outstanding because

- Opportunities to maximise learning experiences are not fully explored in the outdoor environment.
- Links with other early years settings, which children attend are not fully robust enough to enable all parties to work in partnership to support and complement all aspects of children's learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and garden.
- The inspector held discussions with the manager, deputy, practitioners and children at appropriate times throughout the inspection.
The inspector looked at a range of records, including children's personal details, information about children's learning and development, records of accidents and the accident audit, records of medication, which has been administered, written policies and a selection of other relevant documentation.
- The inspector took account of the views of parents shared with the nursery in children's developmental records and through feedback questionnaires.

Inspector

Lynn Hughes

Full Report

Information about the setting

Little Faces Childcare was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the Great Baddow area of Chelmsford and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there are two enclosed areas available for outdoor play.

The nursery employs eight members of childcare staff. Of these, all eight hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 33 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children, who speak English as an additional language and those 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:

- review arrangements for the outdoor environment to provide enriched learning opportunities across all seven areas of learning

- enhance links with other early years settings, which children attend to develop more effective partnership working to support continuity of children's care and learning.

Inspection judgements

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

Children are actively engaged in play and learning activities, which help them to explore a wide range of experiences. They are enthusiastic and excited about learning, participating in both planned activities and freely choosing play. Practitioners demonstrate secure knowledge of the children in their key person groups, tailoring their planning to meet the individual needs and learning styles of each child. Effective information gathered when children first start at the nursery, enables key persons to devise an initial assessment of their capabilities. Key persons carry out regular and proficient observations of the children's achievements, which they use to determine their next steps in learning. Precise assessments of the children's development enable them to identify any gaps in their learning and to provide support and appropriate interventions to help to close those gaps.

Parents play an active role in their children's development, sharing information about their home achievements and progress through the 'Interactive Learning Diaries' or verbally when they drop off and collect their children.

Children's communicate and language skills are proficiently extended by practitioners, who speak clearly to them, listen to their comments and extend their thinking through well-considered questions. Children's literacy skills are enhanced as they are provided with comfortable areas in which to look at books and listen to stories. Stories are brought to life through puppets and through the use of story sacks. Practitioners encourage children to become involved in telling the story and joining in with their favourite lines. Older children are beginning to write recognisable letters and to recognise their names, which are displayed effectively around the nursery. Children enjoy learning about planting and growing as they help to plant sunflower seeds and grow strawberries. They go for walks in the local area, which enables them to explore the geography of their surroundings, learn about the natural environment and consider the make-up of local buildings. Babies and younger children enjoy going for walks in pushchairs, to provide them with fresh air and a change of the nursery environment.

Younger, non-mobile babies are cared for in one section of the baby room, while older children are provided with space to develop their mobility and physical skills. Well-placed furniture enables babies, who are learning to walk to cruise around in a safe environment. Natural and household objects presented in treasure baskets provide opportunities for younger children to follow their natural curiosity and to learn about texture, feel and weight.

Older children are effectively prepared for school as practitioners proficiently encourage their confidence and self-care skills through everyday activities. For example, children are chosen to be the 'special helper' of the day to enable them to learn about taking responsibility and helping others. School uniforms are placed in the role play area to enable children to get used to dressing in uniform when they go to school. Reception class teachers are invited to visit the nursery to introduce themselves to children, who are about to make the transition from nursery to school.

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

Practitioners are effectively deployed in the nursery to ensure that children are well supervised. They are experienced in making children feel settled, secure and comfortable in their nursery surroundings. Children form very close and caring relationships with their key person. They are allocated a 'buddy key person', who can provide individual attention and support in the absence of their main special person. Children's strong sense of belonging enables them to move confidently around the nursery rooms, accessing the outdoor environment and toilets independently. They enthusiastically explore the resources, which are presented at their height for easy self-selection. Children learn to negotiate with peers and enjoy the interaction, which they receive from the adults caring for them. The learning environment indoors is stimulating, well resourced and welcoming, effectively supports children's all-round development. The outdoor provision is less effectively resourced and is currently undergoing renovation. This is to make it a safe and

stimulating environment, in order to offer children further opportunities to explore across all seven areas of learning.

Children behave well and develop a good understanding of the nursery's boundaries and rules as practitioners remind them of the importance of following sound safety advice. For example, they know that they need to walk indoors and play sensibly in the pop-up tents. Children gain an understanding of risk and keeping safe through activities, which enable them to fully explore their environment. For example, they move close to the garden boundary fence to see horses and their riders, who regularly stop for a talk, but know that they should not shout or frighten the horses.

Children develop good self-care skills, for example, they understand the importance of washing their hands before sitting down to snack or meals. They learn about good oral hygiene as they brush their teeth after lunch. Children enjoy a mid-session snack, which generally comprises of fresh fruit and other healthy foods. They are able to make choices about when to come to the snack table as it is presented on a rolling basis and available for a good amount of the session. Children are provided with good opportunities to experience fresh air and exercise when they play in the nursery garden or go for walks in the local area. They are offered the opportunity to enjoy 'splash and play' sessions at the swimming pool situated in the same grounds as the nursery. These activities contribute towards children understanding about keeping healthy, fit and active.

Children are effectively prepared for their next stage of learning because practitioners pay careful attention to supporting them through their transitions. For example, when moving from one age group room to another, a transition form is completed and children are provided with good opportunities to visit the room a number of times prior to moving up. Practitioners provide holiday and lunch cover across the nursery, enabling them to develop good relationships with all of the children. This creates a trusting atmosphere, enabling children to get to know all of the adults working in the nursery.

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

The nursery is effectively led and managed by the owner and the deputy, who works closely alongside her. The management support a team of six other practitioners, all of whom hold relevant childcare qualifications. All practitioners demonstrate a secure understanding of how children learn and deliver all aspects of the Statutory Framework for the Early Years Foundation Stage to a high standard. Effective monitoring of the educational programme ensures that all children experience a broad range of learning opportunities, which help them to progress towards the early learning goals. The owner demonstrates a firm commitment to making the nursery the best it can be, in order to provide young children with the potential to meet their full learning capabilities. Planning and assessment are effectively monitored on a regular basis to ensure consistency throughout the nursery. Planning is precise and displays an accurate understanding of each child's skills, abilities and learning styles.

Practitioners, especially those, who hold key roles in the nursery, work well with outside

agencies to support individual children and their families. For example, they seek and follow the guidance of speech and language specialists to enhance children's communication skills. This helps all children, including those, who speak English as an additional language or who have special educational needs and/or disabilities to make good progress in their learning and development.

Children are effectively protected from harm as the setting has robust systems in place for keeping them safe and following appropriate safeguarding guidance. All practitioners regularly update their safeguarding knowledge through appropriate training and in-house meetings. Clear evidence is available to demonstrate that all adults working with children have undergone appropriate suitability checks. Thorough risk assessments and daily safety checks are conducted by practitioners to ensure that children play and learn in a safe and secure environment.

Rigorous self-assessment and reflective practice enables the nursery to drive improvements and to influence change. The self-evaluation process involves managers, practitioners, parents and others and provides good opportunities for the nursery to review and evaluate all aspects of the provision, identifying its strengths and weaknesses effectively. Practitioners are proficiently managed to enable them to pursue their personal development and are actively encouraged to attend training to enhance their knowledge and professional status.

The nursery works very well with parents, developing strong links and effective partnership working. Parents are provided with clear and well-presented written information about the nursery, its practices and procedures. A regularly updated website enables parents and interested parties to learn about the nursery through the internet. Parents of children attending the nursery are able to follow their children's progress through an 'Interactive Learning Diary'. They securely log into their child's profile to see observations, assessments and comments from their child's key person. They are able to comment on their children's learning and contribute towards the identification of their children's next steps in learning. Links with other early years settings, which children attend are in place, however, these are not fully robust enough to enable all parties to work effectively in partnership to support and complement the learning, which takes place in all areas of the children's lives.

The Childcare Register

The requirements for the compulsory 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 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	EY453958
Local authority	Essex
Inspection number	894664
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	33
Name of provider	Little Faces Childcare Limited
Date of previous inspection	not applicable
Telephone number	01245 473696

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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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