

Little Achievers @ Country Field Nursery

Ramsgreave Hall Farm, Higher Ramsgreave Road, Ramsgreave, Blackburn, BB1 9DQ

Inspection date	16/05/2013
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Staff make good use of space to attractively display children's work and emergent writing, which gives children a sense of belonging and provides a welcoming environment for children, parents, carers and visitors.
- Children's physical skills are developing well. They have good opportunities to exercise outdoors in the fresh air and skilfully use equipment outdoors to climb, swing and balance.

It is not yet good because

- Some hazards are not identified in the risk assessment and, therefore, represent a safety risk to children.
- Experiences do not always challenge or engage children as well as they might because planning and the use of resources are not fully effective. This also affects children's behaviour.
- Some parents are not as well informed about their child's progress or fully encouraged to share information about their child's learning at home in order to contribute to ongoing assessment.
- Children's opportunities to investigate and explore outdoors are not fully supported by providing greater access to equipment, such as magnifying glasses and microscopes.

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 observed activities in the nursery rooms and outdoors.
The inspector looked at children's records and learning journals, planning documentation, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector spoke with the manager, deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector and deputy manager conducted a joint observation.

Inspector

Lynne Naylor

Full Report

Information about the setting

Little Achievers @ Country Field Nursery was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five nurseries managed by Rosy Apple Childcare Ltd, and operates from a two-storey building in Ramsgreave, Blackburn. The nursery serves the local area. Children aged from birth to three years use the ground floor and children aged over three years use the first floor. Access to the first floor is via stairs. There are enclosed areas available for outdoor play.

The nursery employs 10 members of child care staff. Of these, seven hold appropriate early years qualifications at level 3 and two at level 4. A staff member with Early Years Professional Status works with the staff for one day every week. The nursery opens Monday to Friday, from 7.30am to 6pm for 51 weeks a year. Children attend for a variety of sessions. There are currently 50 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 number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery offers out-of-school care before and after school and during holidays. During term time, staff take children to and collect them from a local primary school.

What the setting needs to do to improve further

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

- assess the risks to children, particularly in relation to the glass window in the shed and the partition between the outside toilet and storage area, and identify how these risks will be removed, minimised or managed
- ensure high quality learning experiences for all children by identifying how planning and the use of resources can engage and challenge them and how inappropriate behaviour can be challenged as soon as it starts.

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

- strengthen partnership working to ensure all parents have further opportunities to support and share information about their child's learning at home, in order to contribute to the ongoing assessment of their child's progress
- support children further in investigating and exploring by providing greater access to equipment, such as magnifying glasses and microscopes.

Inspection judgements

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

Staff thoughtfully set out and equip the nursery to create comfortable spaces with a wide range of equipment. They care for children in a secure environment. Staff display children's work and emergent writing and add resources in response to the observed needs and interests of children. This gives them a sense of belonging and provides a welcoming environment for children, parents, carers and visitors. Consequently, children enter the nursery happily and settle well to activities. They initiate and extend their own play.

Staff have a sound understanding of the Early Years Foundation Stage and the seven areas of learning. They observe, assess and identify children's starting points. They use this information to provide a suitable range of purposeful play and learning opportunities that meet children's individual needs. Children are interested and keen learners who display the characteristics of effective learning and staff, generally, support children's play and learning. Children are, generally, working comfortably within the typical range of development expected for their age. However, staff do not always ensure high quality learning experiences for all children. Short term planning does not identify how staff will challenge children or how resources will be used to engage them.

Parents spoken to at the inspection feel all the staff are very approachable and speak

positively about the range of activities available to children and how their child enjoys attending. On collection, staff provide parents with information, verbally and in a communication book. However, this is more about their child's care and what they have been doing rather than being targeted on their child's progress. Parents input to their children's learning journals is increasing and, where available, is used by staff, with their written observations and photographs, to plan children's next steps for development. However, not all parents contribute their ongoing knowledge of children's abilities at home in order to maximise their learning.

Children are supported to acquire good skills in communication and language and in their physical development and sound skills in their personal, social and emotional development. This ensures they have the key skills needed for the next steps in their learning, such as moving on to school. Children have good access to a broad range of books, which they access independently from inviting book areas. In addition, they participate in group story time on a regular basis. Although, some story sessions are disturbed due to routines, for example, as staff changeover or hand washing before lunch. This means planning is not effective as children miss the middle or end of the story and this does not promote their concentration or sustain challenges. Children enjoy painting, writing and drawing using a range of materials, including pens, crayons and chalks. Excerpts from their favourite books are attached to the table and used to stimulate their interest in writing. Children play imaginatively in 'Grandma's attic', which is a recently resourced space with a range of role play equipment, small world toys and large cardboard boxes and fabrics. They increase their understanding of the world as they walk in the surrounding area and look at the sheep and lambs. They explore technology from an early age as they move images across the screen of a touchscreen tablet to match pictures to silhouettes. This type of game also develops their mathematical skills. However, when children excitedly find a catkin in the garden, they are not encouraged to identify it or to use equipment, such as magnifying glasses, to look closely at it. This limits their ability to make the most of these experiences and to investigate and to find out more about the natural world. Children enjoy experiences, which relate to their own culture and raise their awareness of the culture of others. Babies have plenty of sensory opportunities to learn about their world. For example, they freely explore and investigate mashed potato and dough. They also have good access to manufactured toys and handle everyday objects and natural items.

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

Children develop warm relationships with caring staff. Each child has a key person who helps them settle in to the nursery and monitors that their learning and care is tailored to their individual needs. Key persons work closely with parents to ensure all children's needs are known and met. Indoors and outdoors, staff are always on hand to monitor the safety and well-being of groups of children and staff ratios are always maintained to ensure safety. Staff quickly sort out minor squabbles. However, they do not sufficiently plan the use of resources which results in unacceptable behaviour, such as children hitting a doll with a bat or play fighting in the role play shed. Consequently, staff miss opportunities to cultivate children's understanding of socially acceptable behaviour and how to respect

each other's feelings. On the other hand, staff effectively promote children's self-esteem and confidence. Children receive praise and stickers for achievements and positive behaviour. Children learn to consider others as they raise money for charity and exchange letters with a school, supported by the company, in Gambia.

Children are becoming competent at managing their personal needs. They have some opportunities to develop self-care skills, for example, going to the toilet and putting on their coats before they play outside. They are beginning to learn about the care of teeth as they discuss how different foods affect them. They make independent choices, such as what to play with and where to play. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Children enjoy simple but healthy snacks of fruit or toast and sit together to eat nutritious freshly cooked lunches, such as spaghetti Bolognese. They take turns to help set the table and carry plated lunches to the children sat at their table. An increasingly well-resourced garden enables children to be physically active, for example, they climb, swing and walk across a pole with increasing balance. They take some managed risks as they move planks and make tents and dens, which helps them learn how to keep themselves safe. Some planned opportunities to be active include action songs and group movement sessions. Some children also take part in optional sports activities, such as swimming lessons and ballet lessons. Staff effectively support children to make a smooth transition from one room to the next and eventually to school. Children visit their new room until they feel confident to move up. A positive relationship with the local school to which most of the children later attend eases their transition from nursery to school.

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

The management and staff team have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. They consistently follow a range of appropriate policies and procedures to keep children safe. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and records of evacuation practices are maintained. Each day, staff follow a simple checklist to help visually check the nursery is suitable and safe for children. However, sometimes fresh hazards are not successfully identified and minimised. For instance, at the inspection, pre-school children independently use the outdoor toilet. However, a sheet of wood separating the toilet from the garage, used for storage of toys and equipment, has not been secured, which presents a risk of injury. A shed has been turned into a covered sand area. However, children frequently open and close the window to peep through and shout to their friends playing below. The glass window, although safety filmed, represents a risk of injury to children of all ages. Staff have a good awareness of child protection as they regularly attend safeguarding training. They demonstrate a clear knowledge of the

indicators of abuse and how to work with other agencies. This is because they regularly update their training.

The nursery is well resourced and offers a sound range of experiences to help children progress to the early learning goals. The educational programme is monitored appropriately and staff demonstrate a secure understanding of the areas of learning and how children learn through play. Appropriate arrangements are in place for the supervision of staff and the company provides a range of useful training, which staff access to improve their knowledge, understanding and practice,

Partnerships with external agencies and other professionals involved with individual children suitably contribute to securing the support they need. The management and staff team have a satisfactory capacity to maintain improvement. Room meetings and whole team meetings encourage all staff to contribute to the development of the setting. The nursery management team meet regularly and discuss ideas for development. Strengths and areas for improvement have been fairly well identified. Ways to involve parents and children in the evaluation of the nursery, and to gain information from parents about children's learning at home, are not yet fully effective. However, parent information meetings have been introduced and these are beginning to inform parents about a range of issues, such as how to manage children's behaviour. Similarly, a website provides parents with a wider range of information. A system to loan books supports children's literacy learning at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment immediately where a need for an assessment arises (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately where a need for an assessment arises (voluntary part of the Childcare Register).

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	EY376838
Local authority	Lancashire
Inspection number	914243
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	51
Name of provider	Rosy Apple Childcare Ltd
Date of previous inspection	26/01/2009
Telephone number	01254 246712

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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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Piccadilly Gate
Store St
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M1 2WD

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