

# Little Achievers @ Country Field Nursery

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

<b>Inspection date</b>	21/08/2013
Previous inspection date	26/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 time in the nursery, engaging effectively with knowledgeable and caring staff, who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- All staff encourage children's good health and well-being. Children are safeguarded because the staff understand the policies and procedures, which protect the children in their care.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis, in order to meet the children's individual needs.

### It is not yet outstanding because

- Children are not always given time to think how to respond to open-ended questions from the staff, therefore, their critical and creative thinking skills are not always fully supported.
- The outdoor learning environment is not as well organised as it is indoors for very young children to further develop their co-ordination, control and movement.

## 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 children's play and staff interaction.
- The inspector talked with available staff and held discussions with the manager, staff and parents.
- The inspector observed children's activities throughout the visit both inside and outside.
- The inspector examined documentation, including a representative sample of children's records, policies, accident and medication records, children's daily diaries, staff suitability, risk assessments and training records.

## Inspector

Sue Rae

## 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 childcare 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 31 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 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 further improve the quality of the early years provision the provider should:

- extend opportunities for children to develop their critical and creative thinking skills by giving them time to consistently think and organise their thoughts about what they want to say and how they will say it
- extend the opportunities outside for very young children to experience an environment where they can explore and build, further encouraging their curiosity of the world around them. For example, by providing tunnels, slopes and soft play materials to challenge their co-ordination, in large and small movements.

### Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive

approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending their learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's records of learning include photographs and observations and these highlight the development they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions and suggestions.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words, such as 'dinosaurs', 'volcano' and 'earth', as they talk about where dinosaurs lived, as they play with their home-made dinosaur land. However, at times staff do not allow children time to think about how to answer their questions. Consequently, children do not always have enough time to organise and clarify their thinking and ideas. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of early walking skills. Babies have plenty of sensory opportunities to learn about their world. They freely explore and investigate the treasure baskets, fascinated as they tip the plastic bottle and watch the coloured water and sand move, developing their co-ordination. Children play imaginatively in 'Grandma's attic', which is a recently resourced space with a large range of role play equipment, small world toys and large cardboard boxes and fabrics. They increase their understanding of the surrounding area and look at the sheep and tractor.

All areas of the nursery are well organised to allow children to select activities for themselves. Children are able to move around freely and have access to a well-resourced secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bikes. However, there is scope to further extend opportunities for very young children to develop their small and large movements, by providing tunnels, slopes and push along toys. Children clearly enjoy taking part in singing, action and rhyming songs. When staff read stories, children are able to predict what happens next and join in with the story and their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school. The nursery chain also has a nursery overseas. Children receive e-mails and pictures about the children who go there. The parents and children at the nursery fundraise to send out equipment. This helps children learn about cultural diversity and the wider world.

Good quality information regarding children's needs and the activities they take part in are shared with parents. Through the completion of the information regarding children's starting points, parents contribute what they know about their child with the key person. This is further enhanced by sharing a daily diary, which notes the child's daily routine and

interests. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development, results in a consistent approach to children's learning.

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

Children settle well at this friendly and welcoming nursery due to the flexible settling-in methods adopted by the staff. Parents and their children's key person develop effective ways of sharing information about children's routines and individual needs. This supports children well during their transitions from home to nursery and helps them settle happily. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence and judge risks for themselves as they try new activities. For example, children enjoy building with large wooden blocks and planks and develop good balance and coordination as they carefully, with adult support, walk across the planks. Children have regular opportunities to enjoy fresh air and exercise in the outdoor playground and field. They move freely and confidently in a range of ways, such as skilfully negotiating space as they ride their tricycles and safely as they steer away from children playing on the floor.

The nursery is attractively decorated with children's individual artwork and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. Children confidently select from a wide choice of stimulating resources, which are stored at low-level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Staff work closely with parents and external agencies, in order to support children's behaviour through consistent methods. Children are encouraged to play cooperatively and share toys, as well as help to tidy up, developing their self-confidence and self-esteem.

There is a good nappy changing procedure for young children and staff ensure that they are sensitive with them, staff record these events in the child's daily diary. Children are supported in washing hands, feeding themselves and attending to their own toileting needs. They are developing an understanding of a healthy lifestyle as they enjoy fresh, home-made meals. Staff talk to children about the importance of food and drinks during mealtime. The cook encouraged the children to try the 'mushy peas as this will make her very happy'. Children excitedly tell the cook when they have tried the new food and if they like it or not. This is developing children's confidence in trying new healthy foods. Through staff vigilance in maintaining a clean environment and following children's individual routines, their well-being is secured.

Children are well supported in their transitions within the nursery. Key persons consult with parents when children move to another room to ensure all are informed. Learning journey records and other information is passed on, in order to meet and support children's individual welfare and learning needs. Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making

the transition to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are strong.

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

Staff are confident of their responsibilities to safeguard children, they know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the area manager monitors their knowledge through questioning and discussion. High priority is given to children's safety. Staff ratios are good. They are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Regular and comprehensive safety audits are carried out by management, in addition to staff implementing the policies and procedures to ensure children's safety. 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 practises are maintained. Each day, staff follow a checklist to help visually check the nursery is suitable and safe for children. Legally required records for children's welfare are accurately maintained, such as children's attendance records and accident records.

The provider and management team have a good understanding of their roles and responsibilities with regard to meeting all requirements of the Statutory framework for the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the manager ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves the manager monitoring the quality of planning and observing staff practise. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the setting's strengths and target plans are in place to secure further improvements. Children and parents are involved in the process, their views are actively listened to and their ideas and suggestions are implemented. The recommendations from the previous inspection have been fully met.

Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback from our children's key worker everyday'. They comment that staff are friendly and approachable and support children's learning and development well. Partnerships with external agencies and other professionals involved with individual children suitably contribute to securing the support they need. Partnerships with schools are extremely good and this is especially beneficial to ensure there is a coordinated approach to meeting children's individual needs. This contributes to children's progression and the smooth transition to their next stage of education.

### **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 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

<b>Unique reference number</b>	EY376838
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	927602
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	75
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Rosy Apple Childcare Ltd
<b>Date of previous inspection</b>	26/01/2009
<b>Telephone number</b>	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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