

Little Beaver Childcare Ltd

St Marys Hall, St. Marys Road, Glossop, Derbyshire, SK13 8DN

Inspection date

04/09/2013

Previous inspection date

15/01/2009

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 settle well in this warm, welcoming and safe environment where they develop close relationships with their peers and the adults working with them.
- Staff undertake observations of children when they first start to gain an initial assessment, which gives them a clear picture of the child's starting points and helps to inform planning for future learning.
- Effective procedures for assessment and tracking ensure children make good progress in their learning and development.
- Children benefit from a healthy diet as they enjoy home-cooked meals using fresh produce provided by the qualified cook.
- The manager is proactive at providing training for all staff and promoting further professional development through higher level qualifications. This raises the quality of care and learning for children.

It is not yet outstanding because

- Opportunities are not always used to maximise children's developing skills in their independence and self-care.
- There is scope to develop the provision for older children in the outdoor area even further, to enable them to participate in a wider selection of activities of their choosing.

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, deputy managers and staff at appropriate times during the inspection.
- The inspector sampled a selection of documentation, including safeguarding procedures, performance management monitoring records, children's records, self-evaluation record, planning documentation and written policies.
- The inspector observed activities indoors and in the outdoor area.
- The inspectors took account of the views of a range of parents spoken to on the day.

Inspector

Susan Wilcockson

Full Report

Information about the setting

Little Beaver Childcare Ltd has been registered since 1989 and is on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. It is situated in the Glossop district of Derbyshire. Children are cared for on the ground floor of the premises, and there are some internal steps and a short flight of stairs leading to the outdoor play area.

The registered person is also the manager, who is supported by a team of 15 nursery staff; 13 of whom hold appropriate early years qualifications. In addition, one staff member has gained Early Years Professional Status and the setting employs an appropriately qualified cook.

The setting is open from 7.30am to 6pm, Monday to Friday all year round, except for Bank Holidays. There are currently 49 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The setting 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:

- promote the development of children's independence and self-care skills even further, for example, by involving them more in serving their own food at mealtimes
- extend the outdoor provision, enabling older children to have the opportunity to engage in, and choose from, a wider selection of activities.

Inspection judgements

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

Children play, learn and develop in an environment that supports their holistic development. Resources and activities provided are age appropriate and easily accessible for children, particularly in the indoor environment. Outdoors, there is scope to enhance the activities provided for toddlers and older children to provide them with more choices for their play and learning.

Babies benefit from activities that support their interests, both indoors and within their

own safe area outdoors. They explore their senses through shaking sensory bottles, encouraged by staff to repeat their actions. Babies develop good relationships as staff encourage positive interactions with both adults and each other. For example, two babies giggle with delight as they mimic a 'high five' with the staff member and with each other. Children throughout the nursery are encouraged by staff to share and take turns, which supports their awareness of positive interactions. For example, three children share a selection of brushes, dustpans and mops as they work together to sweep up sand, and are praised by a member of staff for working well together.

Children's physical development is promoted well in the setting. They enjoy a range of ride-on vehicles, slides and climbing frames, which support their large motor skill development. A child competently climbs the steps of the larger climbing frame, sliding down the slide, and is praised by staff. A toddler attempts these movements on the smaller slide and is supported by a member of staff as she gains her confidence with this new skill. Children have access to resources that support fine motor movements. For example, a child creates a picture using felt shapes, proudly showing the inspector and pointing out the 'umbrella'. An older baby is seen exploring the marks he is making by using glitter water, painting on the wall outdoors.

Staff support children by using open-ended questions that enable them to extend their creative play. A group of children develop a boat from large bricks. When the staff member asks them what they can see, they shout 'be careful it is a whale'. She uses this opportunity to develop their mathematical skills by asking them if it is a 'big' whale or a 'small' whale. When a child removes some of the bricks, the children call 'quick, we need more bricks, the boat is sinking'.

Children develop knowledge of the world around them through their 'my family' books, growing and planting outdoors, and the small world resources available to them. Children enjoy group routines, such as story time and singing time. Knowledgeable staff support children's learning and development in the prime and specific areas. The thorough observation process ensures children's development in all areas and helps staff to identify that children are displaying the characteristics of effective learning. An initial assessment of children's starting points for learning is carried out, with information gained from parents, along with observational notes. Development and learning is tracked against the child's age and stage of development, and next steps for learning are planned for taking into account each child's interests.

The nursery provides a summary of the child's progress through the Early Years Foundation Stage each term. This is shared with parents, who are encouraged to comment on their child's development and learning. A parent comments how pleased they are with their child's development, particularly in relation to their speech development and potty training. The manager and staff demonstrate a secure understanding about the progress check at age two, ensuring this is carried out at an appropriate time and shared with parents.

Parents are encouraged to share their children achievements from home and current interests through 'wow' displays and 'all about me' flowers. The setting provides a range of resources for parents to use at home. For example, the baby room have a resource

based around the 'baby brain project' which provides activities for parents to use with their child. The older children have access to a lending library and take a book home from this weekly. These activities help link learning between the nursery and home, and ensure that parents have good opportunities to support their children's learning effectively at home.

The setting works with external professionals to develop strategies and targets when required to support individual children's learning. They have introduced the 'Every Child a Talker' programme and use the 'Letters and Sounds' programme to support and encourage children's emerging language. In addition, this supports children's awareness of phonics as they prepare for school.

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

The setting promotes a flexible settling-in process that ensures children and their families develop positive attachments with their key person and are happy and settled. The 'all about me' form ensures that the key person can provide continuity of care within the setting and provide for the child through knowledge of their likes and interests. Consistency of care is also promoted in the absence of the child's key person because a 'buddy' key person system is in place.

Children demonstrate good behaviour throughout the nursery. Staff are good role models and praise children for positive interactions. They support children in their understanding of appropriate actions and behaviour. For example, a member of staff encourages a child to go down the slide as a younger child is waiting. Children learn about managing their own risks through sensitive interventions.

The manager and staff have a good understanding of health and safety for children in the setting. The nursery keeps comprehensive records of children's individual needs, and ensures appropriate support is available for children with medical or dietary needs through detailed care plans. Children gain knowledge of personal hygiene and self-care through daily routine practices, such as hand washing before mealtimes. The nursery employs a qualified cook who ensures that children enjoy a healthy diet through the use of fresh foods and home-cooked meals. Children gain awareness of their own independence at mealtimes as they pour their own drinks and use age-appropriate cutlery. However, food is served to children and they do not have the opportunity to serve themselves, in order to make maximum use of all available opportunities to further their self-care skills.

Children are confident and happy in this stimulating and secure environment. The manager is reflective of the provision and makes changes that support children's emotional well-being. For example, recent changes have seen a secure outdoor space developed for non-walking babies and another secure area for young toddlers, enabling all ages to access the outdoor space safely together. Resources are freely accessible to children in the indoor environment, but there is scope to offer similarly rich opportunities in the outdoor space to provide more choices for older children.

Children's transitions within the nursery are managed well. The staff consider each child's individual needs and plan appropriate times for them to visit the next room. Due to the open-plan nature of the setting and the shared outdoor space, transition is smooth and supported well. Information about children is shared with the next key person, and parents are informed of the move. When it comes to moving on to school, children are well prepared. For example, older children have the opportunity to meet with their teacher as the manager invites all schools to visit the nursery and meet with their key children. The adjacent after school club provides further support for children in their transition to school. Sometimes, pre-school children have the opportunity to join with the after school children for tea.

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

The manager and her staff have a good understanding about the safeguarding and welfare requirements of the Early Years Foundation Stage. All policies and procedures are in place and are regularly reviewed to ensure all current legislation is being met. Staff have a clear understanding about the procedures to follow if they have concerns about a child in their care, and who is the designated safeguarding officer for the setting. Children's safety is a priority for the setting, and procedures are in place to prevent unknown persons arriving to collect children. In addition, the setting has clear procedures that ensure children safety and well-being, for example, accident recording and fire evacuation drills. The inspection took place following a concern regarding supervision of children. The nursery owner took immediate action to ensure that staff are deployed appropriately and have a secure knowledge and understanding of safeguarding children.

The manager and her deputies have developed a robust system for tracking and monitoring the educational programmes. This ensures that children make good progress towards the early learning goals. This system effectively highlights any gaps in the programme or children who may be at risk of delay.

All staff have a Disclosure and Barring Service check, and a robust induction process is in place for new staff. Regular supervision of staff and annual appraisals ensure that performance is monitored and appropriate training is sought and support offered. The manager is proactive at providing training for all staff and promoting further professional development through higher level qualifications. This raises the quality of care and learning for children.

The manager works closely with the designated local authority early years improvement officer to carry out annual quality reviews and implement teaching strategies. The setting's self-evaluation is informed through these reviews and strategies, along with parent questionnaires, which support the identification of improvements the setting wishes to make. The setting works in partnership with external professionals and parents to support the children in their care and provide additional interventions if required. The nursery links with the local children centre to provide support for children and families.

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

| | |
|------------------------------------|-----------------------------|
| Unique reference number | EY270736 |
| Local authority | Derbyshire |
| Inspection number | 910714 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 77 |
| Number of children on roll | 83 |
| Name of provider | Little Beaver Childcare Ltd |
| Date of previous inspection | 15/01/2009 |
| Telephone number | 01457 869962 |

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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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