

# Little Growbags

Hunters Moon, Bransford, Worcester, Worcestershire, WR6 5JB

## Inspection date

24/09/2013

Previous inspection date

07/07/2009

## 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 make good progress in their learning and development because staff provide them with an interesting and stimulating range of activities both indoors and outside. Regular observations and assessments are effectively used by staff to plan for children's individual next steps of learning.
- Children gain confidence in using language because they share conversations with staff as they play.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. This helps children to feel settled and secure within their care and learning environment.
- The nursery works well with other professionals who provide guidance for staff to help children who need additional support.

### It is not yet outstanding because

- There is scope to further enrich the type of information gathered from parents on induction, so that staff are fully aware of what children can already do at the point of entry, so that progression can be accurately monitored from the onset of care.
- There is scope to further enhance the ways that children's views are sought, so that they feel that have made a valued contribution to their nursery.

## 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 owner, deputy manager, childcare staff and children throughout the inspection.
- The inspector observed activities both inside and outside throughout the day and held professional discussions with the owner.
- The inspector looked at children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and a range of other documentation.
- The inspector spoke to parents during the inspection and took into account their views.

## Inspector

Tina Smith

## Full Report

### Information about the setting

Little Growbags was registered in 2004 on the Early Years Register and the voluntary and compulsory part of the Childcare Register. There are currently 46 children attending, who are in the early year's age group. The nursery is situated in a detached building in its own grounds in Bransford, Worcestershire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early year's qualifications at level 3, including one who holds Early Years Professional Status and two who have a Degree in Early Years. The manager is working towards a Master's Degree.

The nursery opens Monday to Friday all year round, from 7.45am until 6pm, closing for a week at Christmas and Easter. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who have 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:

- enhance the type of information gathered from parents on induction to ensure that children's progress is accurately monitored from the onset of care
- extend ways in which children are able to contribute their views, with particular regard to encouraging children to help plan the layout and content of their learning environment.

## Inspection judgements

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

Children make good progress in all areas of learning and development, which prepares them well for their future learning in school. The nursery provides a range of activities children enjoy taking part in and which are entirely suitable to meet their learning and development needs. For example, discovery bottles are waiting to be explored by babies and construction toys are ready for older children.

The nursery gathers information from parents on induction about their child's interests, care needs and routines, as well as what they do at home. However, there is scope to further enrich this type of information, so that staff are fully aware of what children can already do and so that progression from the start can be accurately monitored. Staff carry out regular observations on children, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Each child has a learning record, which contains a selection of photographs and pieces of children's work. Pre-school children are encouraged to show these to their parents at home time. Consequently, both parent and child can reflect on past learning experiences and parents are successfully included in their children's learning. The nursery is completing the required progress check at age two for each child and parents are asked to contribute to this. Children's progress is further enhanced because staff share information with parents about how they can help to continue their children's learning at home. For example, they are supported to further develop their children's speech and language by advising them of the song of the day, so they too can sing with their child.

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, a group of children use their imagination as they play with a selection of small world toys, each creating a character, as a group build a story around them. Children's communication and language is well promoted because staff talk to them throughout the day. At circle time children are encouraged to have their say and staff stimulate meaningful conversations by asking questions, such as tell me about that. This also promotes children's self-confidence and self-esteem. These are skills which help prepare them in readiness for school. However, there is scope to further enhance the ways that children's views are sought, so that they feel that have made a valued contribution to their nursery, this is with regard to the layout and content of their learning environment. Children learn about shape, space and measure as they play with soapy water and sand, emptying and filling various sized containers. Staff enable children to extend their own learning by giving them plenty of opportunity to develop their own ideas. For example, children enthusiastically use the soapy water to wash the big cars. They express their creativity as they use a selection of paints and brushes to paint pictures as well as exploring the paint with their hands. Children have access to a good selection of books which they handle correctly. They sit together reading to each other before confidently approaching members of staff to read a story. Young children explore sensory items to include feathers; they watch with awe and wonder as the feather floats above them. Staff extend this activity with older children by discussing the different coloured feathers. Children are gaining confidence in using numbers in their play and throughout the day. For example, they count how many bikes they need as well as during tidy up time, counting the cars back into the box.

Children's physical development is well promoted. They have access to an interesting outdoor area, which contains a selection of challenging resources. As a result, children are developing a good range of physical skills, for example, as they use the climbing apparatus, bikes and push along toys. Older children explore and investigate a selection of big cardboard boxes. They become involved in their play experiencing concentration and

enjoyment as they use these to build dens, to hide in and to wear.

Children are developing a good understanding of the world around them because they have lots of opportunities to visit places of interest in their community. For example, they visit the nearby vegetable plots where they discuss how things grow. They also visit the shops and local park, these experiences help children to learn to be sociable with others and to begin to understand about their local community. They also have access to the nursery's nature garden where a number of ducks live. They are encouraged to care for and feed the wildlife.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff are skilful in recognising children's individual learning needs and supporting them to join in activities at their own pace.

Babies are cared for in a separate area and consequently, they are able to play safely and sleep peacefully. Staff are caring and kind, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises babies' confidence and contributes to their overall well-being. Babies have access to a range of developmentally appropriate toys and resources, which aid their learning and development. They eagerly investigate a selection of discovery bottles and excitedly use a selection of musical instruments. Babies have lots of opportunities for messy play, they use their senses to explore and investigate the sensory tray which is filled with jelly.

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

Key aspects of children's well-being are good and staff give a high priority to keeping children safe. Children are well supervised and explore their secure environment freely and with confidence. Children form good relationships with both adults and their peers. They are well behaved because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to be kind to one another, to take turns and to share. Staff and children use phrases, such as, kind hands, kind hearts and kind words. Children are encouraged to talk about their feelings whether they are happy or sad. This enables them to understand and cope with their emotions. As a result, children are learning how to empathise with others from an early age.

A well established and effective key person system helps to promote children's well-being and independence and ensures a regular two-way flow of communication with their parents. Children feel secure as they happily interact with staff. When children start at the nursery they enjoy several settling-in sessions. This enables them to become familiar with their new surroundings and staff, consequently, children settle well, enjoy trying new experiences and happily investigate during their play. Children also enjoy settling-in sessions in their new room before their move. Learning and development documents move with the child and a transition form is completed to help staff in the new room become familiar with their stage of development and specific likes and routines. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. The nursery has good partnerships with a number of local schools. Reception teachers are invited into nursery, so they can see

children in their own environment and to discuss their individual needs with the child's key person. Consequently, the transition between nursery and school is a positive experience for children.

The environment is well resourced, warm and welcoming. It is planned to meet the needs of children of different ages and so consequently, their all-round development and emotional well-being is fully supported. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, young children are encouraged to feed themselves at lunchtime with staff offering support when needed. The nursery provides healthy lunches and snacks, where all dietary requirements are taken into account and addressed. Children ask for second helpings and staff praise their healthy appetites, reminding them about growing strong and healthy. Children are offered drinks throughout the day and staff support younger children's progression from bottles to cups.

Children benefit from regular fresh air and exercise because they have access to a well-resourced outdoor area where they can engage in physical play, while also helping them to develop an understanding of the effect exercise has on their bodies. They are beginning to learn about how to keep themselves safe because staff talk to them about dangers. For example, when the food delivery arrives children are reminded that they must not go near the gate whilst the delivery is taking place.

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

Children are safeguarded well and the owner is aware of the need to notify Ofsted of significant events that may affect the care or welfare of children. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. All staff are aware of their roles and responsibilities in protecting children in their care and are familiar with the signs and symptoms of abuse. Staff regularly discuss safeguarding procedures, including whistle blowing. Recruitment policies are robust, with the owner implementing procedures from the safer recruitment training she recently attended. All staff are checked thoroughly before being employed and induction procedures and probation periods are implemented for new staff. Appraisals are used to assess staff's ongoing suitability, as well as to identify any areas for improvement. Staff are encouraged to extend their knowledge and expertise by attending training. Partnerships with other professionals are effective and staff work closely with them, in order to help children who need additional support.

Staff have a good knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They plan play around children's interests and provide challenging next steps for each child, consequently, children make good progress in their learning. Partnerships with parents are good. Their views are sought through daily informal discussions as well as annual questionnaires. Key persons spend time with parents at the beginning and end of the day discussing their child's needs and achievement and very young children have daily sheets. This two-way flow of communication ensures that parents are kept well informed about their child's daily needs and activities.

The owner and management team are knowledgeable and reflective practitioners. They understand the importance of monitoring the educational programme and practice throughout the nursery to ensure it is consistent. The owner is completing a Master's Degree and constantly reflects on how her knowledge and understanding can be cascaded to her team and implemented into practice. She is proactive and acts swiftly to overcome any identified areas for improvement. For example, a recent audit identified inconsistencies in the assessment process; this has been addressed at team meetings. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice.

Parent's comments during the inspection, show they are happy with the care and education offered to their children. They remark on the exceptional support they have been shown, as well as how happy and settled children are. Overall, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY294465
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	933981
<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>	37
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Little Growbags Ltd
<b>Date of previous inspection</b>	07/07/2009
<b>Telephone number</b>	01886 833379

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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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