

Whippersnappers Day Nursery

11 Glebe Close, Newent, Gloucester, Gloucestershire, GL18 1BQ

Inspection date

08/10/2013

Previous inspection date

19/03/2009

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

- The staff team are enthusiastic, motivated and knowledgeable about how children play, learn and develop.
- Relationships across the nursery are good and an effective key person system ensures children are nurtured and develop trust.
- The nursery is well-resourced, ensuring can children can experience variety and fun as they play.
- Effective partnerships and early intervention strategies ensure children are well supported.

It is not yet outstanding because

- There are some missed opportunities for younger children to develop early writing skills during activities and in the role play area.

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 indoors and in the outdoor play area.
The inspector sampled a range of documentation including children's records,
- learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke to the manager, deputies, other staff and children throughout the inspection.
- The inspector took into account the views of parents through discussions and from written questionnaires sent out by the nursery.

Inspector

Bernadina Laverty

Full Report

Information about the setting

Whippersnappers Day Nursery registered in 2000 and was taken over by the current owners in 2005. The nursery operates from a single-storey building in Newent, Gloucestershire. Children have access to an enclosed outdoor play area. The nursery is open Monday to Friday from 8am until 6pm all year, except for Bank holidays and a week at Christmas. A holiday play scheme runs each weekday from 8am to 6pm during school holidays. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for children from three months to eight years. The nursery provides funded early education for two-, three- and four-year-old children. There are currently 58 children on roll, 50 of whom are in the early years age group.

The registered owner and manager holds an early years qualification at level 4. She employs eight staff to work directly with the children; of these one holds an early years qualification at level 5 and six hold early years qualification at level 3. The nursery follows the High Scope educational approach. The nursery receives support from their Early Years Advisor.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop early writing skills during role play, by enhancing the range of resources available to them for making marks.

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 their learning and development. Staff are enthusiastic and motivate children to learn well, ensuring they enjoy a rich variety learning experiences. For example, they support toddlers well to make collage pictures with glue, feathers and shiny paper. Children delight in the texture of the glue on their fingers and chuckle when the feathers stick to their hands. This helps to develop children's creativity through exploring media and materials. Staff effectively support children in developing a good disposition for learning. Children are keen, enthusiastic learners, who enjoy the freedom to build friendships and direct their own play.

Staff assess children's starting points when they join the nursery, to ensure they can track

their progress effectively. They frequently observe children and continuously make notes about their progress. These notes support planning for individual children's needs well and feed into the overall progress records that staff share with parents. The progress checks at age two years give a good overview of children's progress and include comments from parents about their children. Teaching is consistently good and staff change their questioning techniques to challenge children. For example, during a number activity for older children, staff support them well in counting up to ten. They ask what the number names are and ask children to show how many fingers that represents. This effectively helps to support children's problem solving and number skills.

The welcoming environment, good quality resources and effective deployment of staff, supports children well in their play. The wide variety of outdoor equipment, such as bicycles, crates and planks, enables children to practise and refine their physical co-ordination, such as when pedalling and balancing. For example, children climb onto crates and tentatively walk across a plank, using their arms to help with balance. They clap to celebrate their success when they reach the end without falling off. Staff are on hand to congratulate and praise children's efforts, helping to boost their confidence and self-esteem. Staff hold babies' hands sensitively, encouraging them to crawl, walk and climb in order to promote their physical skills. Indoors, staff direct music and movement sessions well. They encourage older children to move their bodies in different ways, such as by marching, jumping and stretching, which they do with much enthusiasm. This supports children's physical skills are well. Staff enable babies and young children to develop independence skills effectively by encouraging them to feed themselves at mealtimes, which they do so with success.

During circle time staff make effective use of questions to encourage children's thinking skills. For example, when staff ask about the weather, children say, "It feels a bit like autumn". This shows that children are thinking about the seasons. Children enjoy stimulating conversations with each other and staff. Children confidently approach staff and adults to share their ideas and comments. For example, during a table top activity, children talk about making aeroplanes and their experiences of flying. This prompts discussions about holidays and what it feels like to fly in aeroplanes and helicopters. Children listen to each other and adults intently. Staff are good role models because they show a genuine interest in children's conversations. This encourages children's speaking and listening skills well. Story time illustrates how well children are learning to listen, enjoy books and recognise their names. For example, children join in enthusiastically and repeat rhymes in a familiar story. Staff support them well by sounding out letters, as they attempt to read their names from cards. Staff are enthusiastic and engage all children in the activity, which helps to support their emerging reading and literacy skills. Children can easily access resources for mark making. However, the scope of resources is limited, which hinders children's opportunities to fully develop good early writing skills. For example, the writing and role play areas lack pens and crayons suitable for younger children, to enable them to write for a purpose.

Staff actively encourage parents' involvement in the nursery's provision, such as through newsletters, notice boards and daily conversations. Parents have good opportunities to review their child's development folder, which helps to ensure they have a good overview of children's time and the progress they make at the nursery. Additionally, staff provide

good support and ideas on how they can continue children's learning at home. Overall, children are confident, happy and motivated to learn. Consequently, staff prepare them well for their next phase in education, including their transfer into school.

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

Good behaviour is evident throughout the nursery. Staff effectively role model good behaviour, including saying please, thank you and excuse me. Children replicate this and consequently, they are respectful and comfort each other spontaneously. For example, staff encourage older children to think about the impact of their actions on others and apologise accordingly. Younger children spontaneously hug one another after an accidental collision. This shows children are developing a sense of empathy. The key worker system works well, ensuring children developing trusting, secure relationships with staff. Staff cuddle babies and nurture them; they clearly enjoy being with this age group. When older children arrive in the morning, staff welcome them enthusiastically. Staff tell children who have been absent, they were missed. Children who attend for before and after school care are often those who attended nursery prior to starting school and relish the opportunity to come back and play. Settling-in procedures are flexible for every family. Staff support parents well by ensuring their children's start at nursery is relaxed and stress free. For example, staff work very closely with parents to discuss children's hours and particular needs, to ensure children are feel safe and secure in the nursery. Staff regularly phone, text and email parents with updates of reassurance.

Staff encourage children's awareness of healthy eating effectively by offering a wide selection of food and drinks. Children help to grow fresh fruit and vegetables in the garden area, such as tomatoes, strawberries and broad beans. Once ripe, children enjoy tasting these as part of activities and snack time. This helps to teach children about where food comes from and motivate them to try different fruit and vegetables. Staff prepare fresh meals each day on the premises. They take into consideration children's favourite foods and incorporate this into the menus, such as sweet and sour chicken. Children develop good hygiene practices because staff remind them to wash their hands prior to eating. Staff give babies wipes and flannels to clean their hands and faces and provide sensitive support in these routines. Nappy change procedures meet children's intimate needs and help to minimise the risk of cross infection as staff wear gloves and aprons. Older children can access the bathroom independently and younger children are developing good self-care skills, such through toileting, dressing and hand washing routines. These processes encourage children's independence skills well and help to support their moves on to the next stage of their education. Children are learning to be safety conscious as they take part in regular fire drills. They handle equipment, such as scissors with care and concentration. Staff are alert to children's rest and sleep needs and make appropriate arrangements to ensure children can relax and rest comfortably and safely. The daily opportunities for outdoor play ensure all children have good opportunities for fresh air and exercise.

The effectiveness of the leadership and management of the early years

provision

Good leadership and management ensures the safeguarding and welfare requirements are met. Staff have a strong commitment to protecting children in their care and understand their duties to escalate concerns. They monitor and evaluate procedures regularly to ensure they are up-to-date and effective. Staff undertake training to ensure they are confident in recognising the signs of abuse and reporting child protection concerns or allegations. Robust recruitment and vetting procedures are in place, including checking the identity of staff and ensuring they undergo suitability checks. Documents provide clear evidence on leaders and managers make suitability decisions. The effective appraisal system ensures staff can identify their professional development needs, discuss any concerns and declare their ongoing suitability. Welfare requirements are given good consideration. Staff clearly understand their responsibilities regarding undertaking risk assessment and safety checks to ensure children can play safely at the nursery. Security systems are effective and staff keep effective documents for children's attendance, alongside records of any visitors to the premises. Accident and medication recording systems are effective. First aid training is kept up-to-date, ensuring staff can respond appropriately in the event of an emergency. Comprehensive policies and procedures cover all required elements of the Early Years Foundation Stage and are available to parents, staff and students.

Good support systems are in place for children who speak English as an additional language or have language needs. For example, staff use key words, seek advice from families, the local authority and use 'Makaton' to aid communication. The nursery has an effective support network, ensuring early intervention can be sought for children requiring additional support. Clear roles, responsibilities and a clear management structure, ensure all staff work well together. Staff have a strong commitment to future improvements. The evaluation system includes questionnaires for parents and children. Leaders and managers value their views which helps to support the nursery in delivering a quality service. The nursery works well in partnership with parents and community groups, which enables the exchange of support and advice. Parents comment that they are very happy with the service the nursery provides and that their children enjoy attending the nursery. They feel staff are re-assuring, care well for their children and keep them safe. The nursery is active in liaising with the local feeder schools. For example, staff organise school visits for children and attend school productions. This helps to ensure children's smooth transfers into the next phase of their 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

Unique reference number	EY311608
Local authority	Gloucestershire
Inspection number	847491
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	58
Name of provider	Whippersnappers Day Nursery Ltd
Date of previous inspection	19/03/2009
Telephone number	01531 822242

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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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