

Little Red Hen Day Nurseries Ltd

Units 3B & 4 Grove Business Park, Waltham Road, White Waltham, Maidenhead, Berkshire, SL6 3LW

Inspection date

22/10/2013

Previous inspection date

09/11/2009

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 are happy at the nursery. They engage well in activities that promote their learning in all areas. As a result, they are making good progress.
- Staff understand children's backgrounds. There is effective planning for children to settle in and move from one age group on to another.
- Children behave very well. They show respect for their environment, their friends and the staff who look after them.

It is not yet outstanding because

- Older children are less curious about how and why things happen because staff are not yet effective at using a balance of open and closed questions in their teaching and interactions.
- Babies have fewer opportunities to benefit from the outdoors as a learning resource.

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.

Inspection activities

- The inspector observed children in their play and in their interactions with the staff.
- The inspector took part in a joint observation with a staff member holding early years professional status.
- The inspector read, discussed and took account of the nursery's self-evaluation form.
- The inspector engaged in conversation with staff, children and their parents.
- The inspector sampled the nursery's documentation and children's development records.

Inspector

Aileen Finan

Full Report

Information about the setting

Little Red Hen Day registered in 2009 and operates from units within a business park set in the rural part of White Waltham, near Maidenhead, Berkshire. The nursery is registered on the Early Years Register only. It has seven age group playrooms and a separate sleep room. Children also have use of a large outdoor garden. There are currently 94 children on roll. The nursery is open each weekday from 8am to 6pm, with an option for a 7.30am starting time in agreement. The nursery opens for 48 weeks of the year. Children can attend for a variety of sessions. The nursery employs 23 members of staff. Of these, 19 work directly with the children. One staff member is currently on maternity leave. One staff member holds early years professional status. All but three staff members hold appropriate childcare qualifications. Some staff are working towards further childcare qualification. The nursery employs a human resources manager, administrator, a cook and cleaner.

What the setting needs to do to improve further

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

- help children to be more curious about their activities
- provide more regular opportunities for babies to explore and learn outdoors.

Inspection judgements

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

The nursery provides a stimulating environment for children and offers depth of learning through activities and resources, which span all areas of learning. Staff demonstrate a very good understanding of the learning and development requirements of the Early Years Foundation Stage. They have a good knowledge of children's development and are confident in their teaching and interaction skills. The manager is proactive. She successfully identified inconsistencies in how children's learning journals were being collated and has positively improved the ways in which staff assess and plan for children's next steps. Further training was introduced to support how staff build on the assessments of children. Therefore, staff have a more secure understanding of children's progress. They base their planning on their effective engagement with parents so that they understand children's starting points and children's emerging interests. As a result, overall children are making good progress in their learning.

Staff engage with children well. They are skilful in re-shaping activities so that children are eager to take part. For example, toddlers experience the texture of shredded paper in a morning activity. They throw it into the air and scream out with enjoyment as they roll around in the paper. Later in the day, the children explore with large bowls of custard. They use their fingers, spoons, spatulas, and whisks, for example, to make marks through the custard in the bowl and on the tabletop. Children splat the custard on to the table and a staff member encourages them to listen to the sounds. They repeat together, listening to the different noises and looking at the tracks made on the table. This good practice helps children to identify the marks they can make and to distinguish early sounds that will help to promote their language and communication further.

Older children make collages with leaves, twigs and other natural resources. Children demonstrate they are able to focus on their activity well and express themselves through speech as they talk about the resources. They listen to the guidance offered about how to wash their brush, how to apply the paint and how to turn the leaf over to make a print. With the staff they talk about the colours of the leaves, and mixing colours. However, staff miss opportunities to extend the activity further, for example with 'how' or 'why' questions or by helping children to discover further materials to use in order to further promote children's curiosity and thinking skills.

Children thoroughly enjoy a music and movement activity provided by an outside provider. Through the well-planned provision and with support from the staff that join in, children learn to recognise colours. They are able to anticipate when the music will stop, as well as following instructions such as 'lift slowly and give a wave under the parachute'. Children are very enthusiastic and confident to take part. They choose musical instruments from a box of shakers, tambourines, and rattles and follow the rhythm and beat for loud, soft, slow, fast, and then stop. Later in the day, staff help children to recall their experiences and practise their songs. A child confidently explains that she has been 'practising at home'.

Children have positive relationships with their key person and are therefore happy at the nursery. Their progress is shared regularly with parents so that they understand their children's achievements. Parents comment that their children are making good progress in their language and social skills and that they are provided with information about how they can support children's learning at home.

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

Children are very happy and engaged in their play. They show high levels of confidence and interact with one another well. For example, toddlers thoroughly enjoy bathing their dolls. They chat together about the bubbles and hold their dolls tightly as they wash them in the toy baths. They explain that there are 'lots of bubbles'. A young child not wishing to take part in the activity sits happily having a cuddle with the staff member who observes the children in their play. This demonstrates the very warm relationships that the children have with the staff who care for them.

Staff are very skilled in supporting children's needs and in providing a strong base for them to develop secure emotional bond. Staff who are caring for the babies interact with them warmly. They sit on the floor to maintain eye contact and develop important early communication. Staff understand babies' routines well and maintain these consistently. Staff conduct regular checks as babies sleep according to their needs. Nappy changes are completed in a positive way with lots of verbal and non-verbal interaction. Staff are warm and caring and, as a result, babies cooperate happily. Staff complete a daily diary to inform parents of the daily care provided.

Staff lead by example and are good role models to the children. They have effective working relationships with one another. As a result, children feel content, safe and make very good progress in their personal and social well-being. The nursery environment, indoors and outside, is highly stimulating and children have a wide variety of choice about what they would like to do. Staff plan children's transitions extremely well and this makes a positive difference to how children move on to the next stage in their learning.

Children enjoy nutritious and healthy meals and snacks provided by the nursery. Staff understand children's dietary needs and any allergies and adhere to these. Older children understand the necessity to wash hands prior to eating. They can do this with minimal support. There are fewer opportunities to promote older children's independence further at meal times, such as when laying the table. Nevertheless younger children and babies are given lots of encouragement and praise when feeding themselves and a child looks very pleased as a staff member praises him for 'drinking out of the open cup'.

Children's behaviour is very good. They play together happily and understand the routines of the day. They learn about their safety with gentle reminders from staff about the importance of not running indoors. Children thoroughly enjoy playing outside. The outdoor environment provides a wealth of learning opportunities and lots of space and resources to promote children's physical development. They have fun constructing from a trolley of bricks, while others play in tree house or on climbing apparatus. Children race around on scooters and tricycles and are able to adapt their speed and control their direction well. Babies are frequently taken on local walks, and do occasionally spend time in the garden alongside the other children. However, although the garden planning is under review, currently there are fewer opportunities for babies to have regular time outdoors to promote their learning further in a different environment. Nevertheless, indoors, babies have large spaces to move about and are encouraged to do so. This promotes their early physical development.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. Recruitment procedures are effective. The manager conducts appropriate checks as required and follows up references. Staff are aware of their individual roles. They follow a robust induction system. This good practice ensures that the adults working with children are suitable to do so.

They are aware of the procedures to take should they have a concern about a child in their care. The nursery implements robust policies and procedures which staff adhere to in their daily practice. These policies are shared with parents so they understand the procedures that support their children's health, well-being and safety at the nursery. Risk assessments of the environment, indoors and outside, and for outings further promote children's safety.

The leadership of the nursery is effective. There are thorough systems for evaluating the nursery's priorities and staff are confident to demonstrate and highlight their strengths. The manager has been able to identify areas for improvement in order to enhance the outcomes for children. For example, a staff member holding early years professional status has been employed to oversee the day-to-day practice for observing and planning for children's next steps. This means that the systems for assessing children are more precise. Therefore, staff have an accurate understanding of children's achievements and can make timely interventions for any gaps in their learning. A staff member with a human resources background also works closely with the manager in relation to ensuring that staff are monitored effectively. The manager has introduced a professional development programme. Consequently, staff benefit from regular supervision that improves their practice, and their understanding and knowledge of how children learn.

Staff have a positive relationship with parents. They support parents in helping them to understand about the activities they provide for children. For example, staff interact with parents well to explain the aims of an activity they observe when collecting their children. Parents are actively included in helping children to settle when starting at nursery. They meet with staff to discuss their children's individual routines and needs. There is a well-established practice to support children when they are moving on to the next age group room. This helps children to meet their full potential and settle well. Parents are very positive about the care their children receive. They speak about how their children are making friends, enjoying their outdoor play and becoming confident individuals. Established partnerships with others, including speech and language therapists, the local authority and teachers at feeder schools make a valuable contribution to meeting children's needs. Children are making good progress overall in relation to their starting points.

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	EY398106
Local authority	Windsor & Maidenhead
Inspection number	938885
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	90
Number of children on roll	94
Name of provider	Little Red Hen Day Nurseries Ltd
Date of previous inspection	09/11/2009
Telephone number	07948073118

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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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