

# Little Hen's Nursery

9-11 Kinson Road, BOURNEMOUTH, BH10 4AQ

## Inspection date

Previous inspection date

03/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 because staff know them well and provide them with challenging and stimulating activities that they enjoy.
- A strong and effective management team supports an enthusiastic team of staff; consequently, children benefit from support and care they receive.
- Management and staff help children experience and learn about the importance of a healthy lifestyle by providing healthy and nutritious meals; promoting good hygiene habits and engaging in lots of activities outdoors.
- Staff help children become confident learners with good levels of independence.

### It is not yet outstanding because

- Staff do not always maintain up-to-date details of children's development to share with parents and one another so that everyone can fully promote their learning at all times.

## 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 outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress folders, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

Little Hen's Nursery registered in 2013. It is one of four nurseries owned and managed by Buttons Day Nursery. It operates from dedicated premises in Wallisdown, Bournemouth. There are three base rooms for different ages. All are on the ground floor. All children have access to the outdoor areas. The nursery is open from 7.45am until 6pm Monday to Friday all year round. There are 96 children in the early years age group on roll. The nursery receives funding for the provision of free nursery education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 19 staff working in the nursery; of these two have qualifications at level 6, 10 hold early years qualifications at level 3 and two staff hold qualifications at level 2. There are two staff working towards qualifications at level 2 and level 3.

### What the setting needs to do to improve further

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

- develop further the information about tracking children's progress so that all staff and parents are more clearly informed about the progress children are making and can fully support their learning at home and in the setting

### Inspection judgements

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

Children of all ages achieve well because all children receive effective and consistent support from staff who are fully engaged in promoting their learning. Staff stretch and challenge children's development because they know them well and how they learn. Staff provide a broad range of activities across all areas and teach children well. They have a secure knowledge of the children in their care and the progress they are making. They promote children's communication skills and physical development daily through planned and routine activities. In addition they plan for individual needs according to their interests. Staff use photographs, examples of children's work and written observations to create a record of each child's progression. They share progress records with parents termly and discuss how they can support learning further. However, some methods that staff use to track children's development do not always best demonstrate their progress to share with parents. For example, staff gather information from parents about starting points but do not always clearly record these. Also, staff clearly observe and assess children but do not always organise these assessments to demonstrate children's progress as clearly as possible across all areas. Consequently, children's next steps in all areas of learning are not always as clear as possible. Staff complete progress checks for two year old children and share these with parents. In addition, they discuss any concerns

regarding the progress children are making and seek additional support where appropriate.

Babies and younger children thoroughly enjoy exploring a wide range of exciting materials and textures. Staff help babies to stand at the low table so they can explore the foam on the table. They talk to toddlers about the movements and patterns they are making as they create lines and shapes as they push and roll toy cars in the foam. Staff help to develop younger children's communication skills as they talk about what they are doing and provide them with the words they need when they are ready to speak. They model conversations with babies and reinforce their attempts at speech. Staff effectively extend older children's communication skills with increasingly complex vocabulary and speech. During circle time, staff encourage children to talk about what they have been doing during the day. They successfully respond to what children say and provide links with previous experiences. This prompts children to remember earlier discussions about what they need to do to stay safe. Children demonstrate teaching is effective when they talk about what they have learnt. For example, they explain why a member of staff had to go to hospital and the cause of an accident.

Staff organise playrooms well and provide children with plenty of space to move around and make choices. For example, resources are stored in low level units so that all ages can help themselves whenever they want to. Younger children sit on the floor or stand at the low blackboard so they can experiment with chalks and paints. Older children have tables and chairs set up with lots of pencils, crayons and collage materials so they can freely experiment with writing, drawing and cutting. Staff introduce older children to letter sounds easily when emphasising the initial letters of their names. Staff display children's attempts at writing. This shows children how much they are valued and encourages them to try again. Staff consistently praise as they teach. Children benefit from this encouragement as it boosts their confidence and motivation to learn.

Staff inspire children's curiosity with imaginative activities that promote their mathematical and language skills as well as understanding of the world around them. Staff promote sensory exploration with babies and extend this imaginatively as they begin to explore independently. Staff squeeze their hands into socks and pretend this is a snake. They introduce new words as they talk about the 'wiggly snake' and the stripes on the sock. Children quickly copy and enjoy this game. Toddlers thoroughly enjoy mixing ingredients together to make their own dough which they manipulate and squeeze into different shapes. Staff introduce more problem solving with older children and invite them to describe what they are doing and predict what will happen next. These tasks help children to think for themselves, gain confidence in their own abilities and communicate effectively. Children learn to work together and share as they experiment with pasta, oats and water. They enthusiastically find out how materials change as they mix dry ingredients with water. Staff introduce children to science experiments when they create a habitat for dinosaurs. Children measure quantities of vinegar and baking powder and mix them together. They are very excited when the 'volcano' erupts and are eager to repeat the experiment. This helps children to think about materials and how they change. Staff use practical activities well to engage children's interest and promote their learning.

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

Management and staff create a welcoming environment for children and parents. Consequently, children arrive confidently and quickly settle. There are lots of smiles and happy faces. Older children proudly share what they have made with staff and seek their support when unsure. Younger children enjoy cuddles with staff and settle easily to sleep. This demonstrates the clear bonds they have with staff and how safe and secure they feel. Staff tailor settling-in routines according to children's individual needs and parent's wishes. They arrange for children to spend time in playrooms with the older children. This helps them gain confidence in a new environment and become familiar with different children and staff. Each child is allocated a key person who is responsible for ensuring their individual needs are met, supporting their learning and liaising with parents. When children move from one room to another staff involve children in choosing their new key person. This helps children feel valued and secure. Parents comment on how staff show children pictures of the key persons to help them choose so that it does not rely on them remembering their names. It also demonstrates how sensitive staff are to children's feelings and stage of development.

Children become independent and confident learners as they progress through the nursery. All children are encouraged to manage tasks for themselves, such as feeding and serving themselves at snack and mealtimes; tidying the toys away and managing their personal hygiene. Babies are given spoons to hold as soon as they can manage this. They soon begin to spoon raisins onto their plates at snack time, while older children serve their own dinner. Children quickly learn what is expected of them because staff provide clear and consistent boundaries. Young children begin to tidy toys away when asked by staff. Older children confidently explain that when the tambourine rings they have five more minutes before they tidy away and go inside for lunch. Staff introduce appropriate behaviour management strategies for different ages. They also allow children time to negotiate and try to resolve issues for themselves. Alongside developing confidence and independence, this helps them prepare for a future move to school.

Management and staff promote a healthy lifestyle with the children through a wide range of effective practices. For example, children enjoy healthy and nutritious meals throughout the day, from breakfast to tea. Well balanced menus are prepared and freshly cooked daily. Staff follow effective hygiene procedures and present good role models to the children. They explain why they need to wash their hands before helping prepare children's snack. This helps children understand the importance of and learn good hygiene habits for themselves. All ages play outdoors daily and there is a choice of play areas for children to use. These provide them with different play experiences and opportunities to develop a range of skills as well as support their physical development. Children learn to climb and balance, manoeuvre wheeled toys around and negotiate different play surfaces. Children gain increasing control over their bodies as they use wide range of tools and equipment available. There are plenty of resources to support their all round development provide all ages with challenge and enjoyment. Children learn how to use equipment safely because staff are there to guide and support them. Staff reinforce safety discussions with visits from a fire officer and a dentist. These help children understand why they need to practise the fire drill and clean their teeth to promote their safety and

well-being.

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

The nursery is successfully run by an effective management and staff team who have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. This helps them ensure all the requirements are met and children make good progress in their learning. Comprehensive policies and procedures are implemented by staff and underpin the smooth running of the nursery. A strong emphasis is given to providing a challenging and exciting environment where children enjoy learning and have fun. Management and staff place a high priority on safeguarding children's welfare and maintaining a safe environment. They have a clear understanding of child protection issues and know what to do if they have concerns about a child in their care. Management use robust recruitment and selection procedures to help ensure staff are suitable to work with children and are qualified for their role. Thorough induction procedures as well as ongoing supervision and performance management help staff fully understand their roles and responsibilities. Staff comment on how well supported they feel. Children benefit from the skilled staff team that cares for them.

Management implement effective self-evaluation processes to help them maintain continuous improvement and identify areas for further development. The owners of the nursery are fully involved in supporting the management team and the overall management of the nursery. The views of parents and staff are regularly sought which helps management achieve a fuller understanding of the quality of the nursery. Staff regularly observe one another as they work as part of regular quality monitoring processes. This helps them recognise good practice, value one another's skills and also consider where improvements could be made. Staff effectively support children's progression throughout the nursery. However, they do not consistently track children's progression or maintain up-to-date records across all areas of learning. Consequently, information available for parents and other staff is not always up-to-date. This means it is not as easy to ensure continuity when planning children's learning or for management to monitor how effective planning is. Staff attend training and put this into practice. For example, following training on 'Child friendly spaces' they changed the layout of the playrooms to create cosy areas for children to relax and play.

Management and staff are fully aware of their responsibility to work with other professionals. They liaise with the local authority regarding improving the quality of the provision and to support individual needs. They work closely with parents and other professionals, such as speech therapists, to develop and work on strategies of support for individual children. Consequently, children achieve well.

Management and staff create positive relationships with parents. They feel well informed and are very pleased with the care and learning their children receive. Parents regularly speak with their child's key person and are encouraged to be involved in their learning. For example, they contribute to the diary when their child brings the nursery bear home.

Parents value the individual settling-in routines when children first attend and also when they move from one room to another.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463516
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	921816
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	90
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Buttons Day Nursery Bournemouth LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01202522354

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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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