

# Little Leaders Daycare

Victoria Hall, School Lane, Rothwell, KETTERING, Northamptonshire, NN14 6HZ

## Inspection date

02/12/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are cared for in a nurturing environment. They build appropriate attachments, which supports their emotional well-being.
- Safeguarding procedures are sound. Staff are clear of their roles and responsibilities to protect young children.

### It is not yet good because

- The quality of teaching is occasionally variable and identified learning priorities are not always routinely linked to the planning of activities. As a result, children are occasionally not provided with challenging activities that are fully matched to their learning needs.
- The organisation at the start of the day occasionally impacts on the quality of the learning provided. This is because staff spend time setting up the learning environment as the children arrive.
- Procedures to monitor the delivery of the education programmes, including assessment and planning procedures, are not yet fully embedded in practice. As a result, the quality of teaching is occasionally variable and the individual needs of children are not always consistently met.
- Identified priorities for improvement have not yet been used to inform an improvement plan, and the views of parents and children are not yet routinely taken into account in order to continue to develop and advance on current practice.

## 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 conducted a tour of the premises during the inspection.
- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ann Austen

## Full report

### Information about the setting

Little Leaders Daycare is privately run and was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from Victoria Hall which is situated in the Rothwell area of Kettering. There is a fully enclosed area available for outdoor play. The nursery serves the local area and beyond and is accessible to all children.

The setting employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time only. Sessions are offered between the hours of 8am and 5.30pm. Children attend for a variety of sessions. There are currently 22 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and ensure assessment is linked to the planning of activities, in order to consistently provide all children with activities that are fully matched to their learning needs
- ensure the organisation of the session meets the needs of the children at all times, to fully support their learning and development.

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

- improve and embed systems to monitor the overall quality of the nursery, including the quality of teaching and the delivery of the education programmes, so that children make good progress
- develop self-evaluation further, for example, by incorporating the views of parents and devising an improvement plan to overcome identified weaknesses, in order to continue to advance on current practice.

## Inspection judgements

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

At the time of the inspection, management and staff have only been caring for children for a short period of time. Consequently, they are continuing to develop and embed the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. For example, staff have recently introduced revised procedures to obtain 'establishing starting points' information at the start of the placement in order to aid the settling-in and initial assessment process. In addition, staff are continuing to develop observational assessment procedures to identify children's interests, different learning needs and physical abilities in order to plan, monitor and track their progress. However, children's identified priorities are not always routinely used to inform the planning of challenging experiences in all areas of their learning. As a result, children are occasionally not provided with challenging activities that are fully matched to their learning needs. In addition, the quality of teaching is sometimes variable and occasionally the session lacks sufficient focus. For example, staff occasionally supervise children in the outdoor area and do not always get down to the children's eye level to support them at their chosen activity. Furthermore, on the day of the inspection, staff were not appropriately prepared to receive children at the start of the session. This was because staff were still setting up the room and activities as the children arrived. As a result, learning opportunities are not always maximised at this time. Staff understand the requirement to complete the progress check at aged two, so that they are aware of children's progress at this stage. They are continuing to develop relationships with parents. Information is verbally exchanged at drop-off and collection times, and parents have access to their child's profile record folder. In addition, staff are continuing to develop procedures to encourage parents to add their comments about their child's ongoing learning at home.

Staff generally join in children's play, offering appropriate support and encouragement. As a result, children enjoy their time at the setting and have opportunities to participate in appropriate activities across the seven areas of learning. Staff provide activities that develop hand-to-eye coordination and strengthen small muscles. For example, children use rolling pins to flatten the dough and carefully pour water into the different sized containers. In addition, staff support children to develop their early enjoyment of books. Consequently, children are beginning to show an interest in the illustrations and are learning to repeat simple phrases. Staff introduce mathematical language, such as 'big' and 'small', during the context of the children's play and appropriately encourage children to count. In addition, children explore the texture of shaving foam and are encouraged by the staff to use their fingers to draw different shapes in it.

Children's progress in the prime areas of learning ensures they have the key skills needed to help in the next steps of their learning, including school where appropriate. They form friendships and learn to play alongside one another. For example, children prepare meals for one another in the role play area and enthusiastically sing songs together. In addition, staff encourage young children's early language development by introducing new vocabulary, such as 'squidgy' and 'slimy', during the context of the children's play. Children who speak English as an additional language integrate within the group. Staff take time to learn familiar words and phrases and introduce English language in the context of the children's play. Consequently, children are beginning to develop their vocabulary in English. Staff support all children to develop their physical skills. Young children manoeuvre wheeled toys with increasing control and are supported by staff to develop

their balancing skills as they carefully walk along the overturned milk bottle crates in the outdoor area.

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

All children and their families are warmly welcomed into this friendly provision. Relationships are positive, which helps children to settle and form appropriate emotional attachments. For example, children approach staff for reassurance if they are feeling upset and are happy around familiar adults, such as their key person. Children are supported appropriately in the transition from home to the nursery. This is because staff gather information about each child's family and background. For example, children's preferences, dislikes and any known medical and dietary requirements. This promotes continuity in the children's care and supports their continuing well-being. Parents comment that their children are well cared for. Staff encourage children to take responsibility and to develop their self-care skills in preparation for school. For example, they are encouraged to put on their own coats and boots for outdoor play and are beginning to help tidy away the resources. In addition, children learn to use the toilet and wash their hands independently.

The environment is safe and children are generally supervised appropriately. Children have access to age-appropriate resources, and management is continuing to develop the range of resources across the indoor and outdoor areas to further improve learning opportunities. From a young age, children gain an awareness of boundaries. This is because they are actively encouraged by the staff to learn simple rules and guidelines. As a result, children are beginning to learn to be kind and thoughtful towards others, to share and take turns with the resources. In addition, staff promotes children's self-esteem because they provide meaningful praise to recognise positive behaviour and individual efforts. As a result, children smile and persevere at their chosen activity. Staff support young children to develop their understanding of dangers and how to stay safe. For example, they are taught to walk around the building sensibly and to carefully look and listen for traffic when they cross the road. In addition, books are used to reinforce messages about fire safety and children are shown how to use the scissors correctly.

Children's physical health is suitably addressed. They enjoy regular fresh air and exercise, and engage in appropriate physical activities which develop their ongoing well-being and fitness. Accident and medication records are accurately maintained and shared with parents, which effectively promotes children's good health. Children are offered a variety of fresh fruit for their snack and are able to help themselves to a drink if they are thirsty, which ensures they remain comfortable and well hydrated. In addition, children are able to bring in a packed lunch from home. Snack and meal times are social occasions where children sit together to enjoy their food and one another's company. Good manners are promoted and children are encouraged to develop their independence as they serve themselves and clear away their own utensils when they have finished. The nursery has obtained the four star food hygiene rating.

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

Management and staff fully understand their role and duty to protect children from harm. They understand the indicator signs of abuse and the procedures to follow to report concerns. In addition, the designated person for safeguarding children has completed child protection training and all relevant guidance documents are in place to support staff practice. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are appropriate. For example, all staff working at the premises complete Disclosure and Barring Service checks. This ensures that staff are suitable to work with children. Potential hazards within the nursery building are appropriately identified and, as a result, steps are taken to minimise risks. For example, the premises and enclosed outdoor area are secure and a safe barrier prevents children from having access to the kitchen. In addition, staff closely monitor the arrival and departure of the children by ensuring that a member of staff always stands at the entrance door. This ensures that children's ongoing safety is maintained during drop-off and collection times.

Management has a general overview of the educational programmes and experiences required to help children progress towards the early learning goals. However, procedures to monitor the delivery of the educational programmes, including assessment and planning procedures, are not consistently thorough. As a result, the quality of teaching is occasionally variable, planning lacks depth and the individual needs of children are not always consistently met. Staff hold appropriate levels of qualifications according to their post. As a result, children's learning and development is generally supported appropriately. The manager understands the requirement to monitor staff practice through regular supervision and appraisals, and is beginning to implement this in practice. However, to date the impact of this cannot be measured because new procedures are not yet fully embedded in practice. The manager demonstrates a willingness to improve and seeks support and advice from the local authority improvement team. She is beginning to use self-evaluation to provide an overview of the provision's strengths and areas for development. However, identified priorities for improvement have not yet been used to inform an improvement plan, and the views of parents and children are not yet routinely taken into account in order to continue to develop and advance on current practice.

Management and staff develop appropriate relationships with parents. Comments received from parents are complimentary regarding the care and learning provided. Management and staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals should the need arise. In addition, management and staff have developed links with the local Sure Start children's centre and other providers who deliver the Early Years Foundation Stage. This appropriately supports continuity in the children's care and ongoing learning and development.

### **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>	EY465709
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	924277
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Little Leaders Daycare Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07909 554464

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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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