

Little Rockets Childcare - Eastbourne

Wartling Road Community Centre, Wartling Road, Eastbourne, Essex, BN22 7PT

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

1

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 provide a welcoming, secure and inviting nursery in which children engage fully in activities.
- Staff provide activities and experiences that meet the needs of all children and consequently children make good progress.
- Staff work with other agencies who are involved in the care of children, protecting them and enhancing their development well.
- Children's developing confidence and independence are given high priority and staff are skilled in supporting children to feel a sense of belonging.
- Staff are fully involved as children play and effectively use discussion and questions to support, challenge and extend children's learning.

It is not yet outstanding because

- Assessments of children's levels of learning and development when they first start at the nursery are not as detailed as possible, with information from parents to promote the best progress of the children at the outset.

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 to children and observed activities in the playrooms and outdoor area.
- The inspector spoke to members of the staff team about the progress of their key children.
- The inspector looked at children's learning and development records and a sample of policies.
- The inspector carried out a joint observation of practice with the manager.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Helen Edwards

Full report

Information about the setting

Little Rockets Childcare - Eastbourne registered in 2013. It operates from a community hall in Eastbourne, East Sussex. The nursery has the use of a large hall, garden, kitchen and toilet facilities. The nursery opens in term time only. Opening times are from 9am to 3pm on Tuesdays to Fridays, and 9am to 12 noon on Mondays. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery offers care to children between one and eight years and there are currently 35 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children learning English as an additional language and those with special educational needs and/or disabilities. There are seven staff, including the owner/manager, all of whom hold appropriate early years qualifications. The owner/manager has Early Years Professional Status.

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 assessment of children's development by covering all aspects of children's learning on entry into the setting, including more information from parents as part of that initial assessment.

Inspection judgements

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

Staff have a good understanding of how children learn through play. They provide a welcoming and stimulating environment where children are encouraged to follow their own interests. Children arrive at the nursery full of enthusiasm and eager to learn. They take full advantage of the free flow of activities to the garden where they benefit from a broad range of experiences. For example, children excitedly take out bug boxes and magnifying glasses to go on a minibeast hunt. Staff skilfully talk to children about their activities and interests, carefully extending their vocabulary and inviting them to share their ideas. Consequently, children's communication skills are developing well. They express themselves very well. They chatter to each other when they are playing, talking about what they are doing or sharing ideas. Children listen well in small groups and understand simple instructions and comments made by staff.

Children enjoy a wide variety of physical activities, indoors and outside. They use the climbing frame, ride on bikes and rockers, push dolls' buggies, and play with bats, balls, scarves and ropes. Staff take children out on regular trips to the beach, the park and the adventure playground. This supports children's physical development well.

Staff display lots of print around the environment and make books available in two book areas to promote children's literacy development well. Staff read stories and rhymes to children and they all sing songs enthusiastically, joining in with the actions. Children use the writing table frequently, writing letters and cards to family members. Children complete a variety of puzzles and create structures with several types of construction kit. They learn about shape and size, and learn to sort and count using miniature bear figures, with sensitive interaction from staff. A strength of the nursery is the opportunity children have to learn about the world. Children investigate magnets, use magnifying glasses, and explore natural materials such as sand and rice. They play with small world dinosaurs and set up landscapes with fake snow which they excitedly play with outside. Children learn to use programmable toys, and staff help them to learn about directional language such as left, right and straight ahead.

Staff encourage children to express themselves fully during creative art activities, and children enjoy making unique pieces of art from the variety of materials available to them. Children make good progress in their learning and development because staff have a thorough understanding of children's individual needs and interests. Staff obtain some information from parents about children's interests prior to starting at nursery, but this does not give staff plenty of information to assess children's starting points as thoroughly as possible. Staff undertake systematic observations and assessments to effectively track children's progress, and they plan specific activities to support children's next steps in learning. These next steps are shared with parents at regular meetings, and staff suggest activities that families can do at home to support their child's learning.

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

All staff are highly skilled and sensitive in helping children form secure emotional attachments. They provide a strong base for children's developing independence and exploration. As a result, the support for children's well-being is excellent. Staff work extensively with parents to help children settle, and this means that children feel safe and secure at the nursery.

Staff know their key children very well, and support them in their growing independence. They provide the children with a highly stimulating environment with child-accessible resources that promote learning. Children show high levels of self-control during activities and play cooperatively with each other, sharing the resources happily. Gentle reminders to walk when inside the nursery is all that is needed for children to comply with health and safety policy. Children take responsibility for their environment and happily tidy up when it is lunch time or time to go home. Staff are excellent role models and give clear, positive praise for desired behaviour, such as saying 'please' and 'thank you'. Staff chat to children at snack and meal times, which are highly sociable occasions. Children learn to make healthy choices when they are offered a variety of fruit at snack time, and they are able to select the time when they want to access snack. This helps them to learn about their own needs and how to address them. Children learn about healthy lifestyles and keeping physically active, as they spend plenty of time on the fresh air.

Children demonstrate high levels of competence in managing their own personal care routines or preparing to play outside. They fetch their own coats from their pegs prior to going into the garden, and manage their lunch boxes with sensitive and vigilant support from the staff. The nursery works closely with the reception teachers of local schools so that children have a smooth transition to school. The children visit their future class, or the reception teacher visits the nursery, so that children can get to know their new teacher.

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

Since the nursery was taken over, a great deal of work has gone on into improving the provision for children's learning and development. There is now a good overview of the curriculum because the manager regularly reviews and monitors the educational programmes. She is able to identify when children are not making sufficient progress and can then seek to provide additional support for those children. As a result, children make good progress.

The manager fully understands her responsibilities in meeting the safeguarding requirements. She ensures staff receive regular training in identifying any concerns about children in their care, and staff understand the procedures to follow. New staff are vetted prior to having any access to children, and they receive a full induction programme to ensure their continued suitability to work with children. All staff access local authority training and share their knowledge and skills with each other at regular staff meetings. The manager leads in-house training and monitors the impact of this on children's learning and development. Staff receive regular supervisions and appraisals which help them to identify their strengths and future professional development opportunities.

The manager has created a development plan and has completed an audit with the local authority support officer. She has high aspirations for the nursery and asks for feedback from parents and children in order to plan future improvements.

Close links with outside agencies support children's well-being and development. The manager has formed effective relationships with health visitors, speech and language therapists, and social services to fully support children and their families. Parents are very happy with the nursery and say that their children settled quickly and that they thoroughly enjoy coming to Little Rockets. Parents say they are particularly pleased with how the nursery shares information with them about how to support their children's learning at home through regular meetings and invitations to contribute to their learning journeys.

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

Unique reference number	EY465719
Local authority	East Sussex
Inspection number	924124
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	35
Name of provider	Little Rockets Limited
Date of previous inspection	not applicable
Telephone number	07842586983

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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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