

Little Tots

The Scout Hut, Gaysfield Road, Fishtoft, BOSTON, PE21 0SF

Inspection date	09/12/2013
Previous inspection date	14/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Key person relationships are strong and children have developed close bonds with staff, which makes them feel safe and secure in the nursery.
- Staff know their key children well and plan effectively for each individual child based on their interests and developmental needs.
- Strong partnerships with parents and other professionals are effective at safeguarding children in the setting and ensure that they make good progress in their learning and development.
- Managers have embraced a culture of reflective practice and set realistic targets that will improve the nursery and enhance children's experiences over time.

It is not yet outstanding because

- There is scope to improve how supervisions for staff are used to better inform specific training needs.
- Children have fewer opportunities to learn about people and place in the community through visiting places of interest or welcoming visitors into the nursery.

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 children's activities in the main playroom and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the session.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carly Mooney

Full report

Information about the setting

Little Tots Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a village scout hut in Fishtoft, near Boston, Lincolnshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs two members of childcare staff. They both hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm on Tuesday, Wednesday and Thursday and from 8am until 12 noon on a Monday and Friday. Children attend for a variety of sessions. There are currently 16 children attending who are within the early years age group. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase opportunities for staff to establish an effective programme of professional development tailored to their individual requirements
- increase children's opportunities to develop an awareness of their local neighbourhood by inviting visitors into the setting and taking children to visit places of interest locally.

Inspection judgements

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

Staff have worked very hard since their last inspection to provide a stimulating learning environment that motivates children in their play. Children's work is now attractively displayed and at a low level so they can enjoy their achievements. Areas of learning are more clearly defined and there are now good opportunities for children to make their own choices of where they would like to play. Teaching is good. Staff listen carefully to children, take an interest in what they say and support them well in activities to embrace and enhance their learning. For example, children wanted to talk about floods in the town that had recently happened and their first hand experiences. Staff sensitively discussed this with them and supported their play as they built a 'tall and strong' brick wall with the building bricks to keep the water out. Children also expressed concern that worms they had seen outside the week before would be covered with water so the member of staff suggested that they took a walk to check on them in the outdoor area. When children couldn't find them they concluded that they must be safe underground and felt reassured.

Planning is effective in providing a broad range of interesting daily activities based on children's interests and their individual learning. For example, staff provided 'babies' role play for a child with a new baby sibling at home. Children are observed during their play and their progress assessed and tracked on a regular basis to ensure children are making good progress in their learning in preparation for starting school. Stay and play sessions have been introduced and are well attended by parents. This gives parents good opportunities to discuss their children's progress and update their child's key person about learning that is taking place at home. Staff also take the opportunity to show through activities, how learning can be further enhanced at home. Staff work closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold meetings to discuss progress and set precise individual targets which are implemented well by all staff.

The outdoor area has developed well and children enjoy spending time outside. A reading hut provides a cosy area to look at books and children enjoy 'writing' and drawing on the permanent wipe board. Children occasionally visit the park and church in the village but have less opportunity to gain an understanding of people, places and features of their local environment and beyond. This is because visitors, such as police or fire officers, have not visited the setting, and visits to places of interest have not been planned for. Children's understanding of valuing and respecting others is supported through their play with suitable resources that reflect their own cultures and those of others.

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

Children feel confident and at ease in the nursery and have formed secure emotional attachments with staff. They talk to staff in detail about events in their life, such as a recent holiday, and enthusiastically wave goodbye to their key person when it is time to leave. Staff develop a clear appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a good standard. Clear information is gathered from parents regarding children's care needs and starting points for learning so that children's needs can be effectively met from the beginning. Vital exchanges of information take place at drop off and collection times to ensure ongoing needs are consistently met. Teachers from local schools visit the nursery during the summer term to meet and settle children prior to starting school. Children have the opportunity to engage in 'school' role play to familiarise themselves with aspects of school life.

Children learn vital independent self-care skills as they help to pour their own drinks at snack time and make good attempts to do up their own coats before going out to play. Children behave well and cooperate with their peers in activities. They listen to gentle reminders from staff who explain why everyone has a turn in large group activities, for example, when completing the Christmas advent calendar or daily weather board. Children are provided with healthy choices at snack time and parents are encouraged to provide healthy options in lunchboxes. Children understand why some foods are good for us. For example, they talk about the vitamin c in their orange and how it helps people who are poorly. Children are unable to access the outdoor area independently but staff ensure

children spend quality time outside every day. There are good spaces to engage in large physical play, such as football and cricket, and staff take children regularly to the local park. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety, for example, the action to take in the event of a fire.

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

Staff have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Suitability checks have been carried out on all adults who work with the children and recruitment procedures are robust. Strong relationships with parents mean that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure they are fully safeguarded. Children with individual health care plans are well supported by staff, who also work closely with outside professionals, such as physiotherapists, to ensure their medical needs are consistently met. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks.

At present both members of staff are the owner and manager of the nursery. There are bank staff in place when needed. They have developed their practice well since the last inspection to ensure that children are provided with a quality nursery provision which supports their learning and development to a good standard. An appraisal system has been put in place for each other and informal supervision discussions are held to evaluate practice. However, at present these discussions are not used effectively to ensure training needs are identified promptly to enhance practice in particular areas and ensure training is regularly attended. Despite this, there is a clear focus for the provision and an effective system for self-evaluation that will improve the nursery over time.

Parents are warmly approached by staff at collection time who provide good information about their children's day. Staff demonstrate a good understanding of the benefits of working closely together with parents to meet children's needs and value their contribution to their children's pre-school life. For example, parents attend fundraising events and the stay and play sessions. Parents are very complimentary about the setting and comment that the nursery is 'excellent, very flexible and accommodating for working parents'. Children sometimes attend other childcare settings and effective systems are in place to work with other key persons cohesively to support children's overall care and learning needs.

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	EY449375
Local authority	Lincolnshire
Inspection number	903438
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	16
Name of provider	Angela Jane Baxter
Date of previous inspection	14/01/2013
Telephone number	07913571999

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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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