

# Little Jack Horner's Day Nursery

Egginton Road, Etwall, DERBY, Derbyshire, DE65 6NQ

<b>Inspection date</b>	06/01/2014
Previous inspection date	19/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- Staff are friendly, approachable and are well deployed in supporting children's settling-in routines. Staff and children are forming secure attachments.
- Staff support children with special educational needs and/or disabilities and also children who speak English as an additional language well, because they work closely with the parents and other support agencies to provide a consistent approach.
- Staff form positive partnerships with parents which promote a collaborative approach to children's care and learning.

### It is not yet good because

- Staff do not always clearly identify next steps for learning, to enable them to provide older and more capable children with sufficient challenge and excitement to maximise their learning.
- The quality of the teaching and the assessment of children's learning is inconsistent and, as a result, children's progress is variable.
- At times, there is a lack of choice for children in where and what they play with, especially in the morning sessions for the pre-school children, this does not always promote independent skills effectively.

## 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 the children, parents and staff and held discussions with the providers and deputy manager.
  - The inspector observed free play, focused activities and mealtimes.
  - The inspector went into the individual rooms of the nursery.
  - The inspector hold a joint observation with the manager and deputy manager.
  - The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with
- the children, the provider's documentation, policies and procedures and improvement plan.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Little Jack Horner's Day Nursery registered in 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by Dove View Ltd and operates from two units within the same grounds in Etwall, in Derbyshire. The nursery serves the local and further communities. Children share access to an enclosed outdoor play area.

The nursery is open from 7.30am to 6pm Monday to Friday throughout the year except for bank holidays. There are currently 70 children attending, of whom 57 are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. They also support children with special educational needs and/or disabilities and children with English as an addition language.

The nursery employs 13 members of staff, 12 of whom have early years qualifications to level 2 and 3. The nursery receives support from the local authority.

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

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

- ensure older and more able children extend their learning, by providing more exciting and challenging experiences and opportunities, to promote and maximise their learning
- ensure the quality of teaching and accurate assessment of children's progress is improved consistently across the nursery, to clearly identify what children need to learn next, to support them to make good progress.

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

- reflect on the different ways children learn by evaluating the learning environment so that older children are offered more choices about where, when and what they play with, including all areas and times of the nursery, to help develop their independence skills.

## Inspection judgements

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

Children are happy to attend this friendly nursery. Staff support children in following the routines of the nursery and learning a range of skills, which helps them prepare for school. They obtain information from parents about their children's preferences and capabilities. This benefits the children because staff can plan for their interests from when they start the nursery. As a result, children settle quickly into nursery life. Parents continue to be involved appropriately in their children's learning. They make comments in their learning journal records that they are happy with the progress their children are making. To further involve the parents in their children's learning, the nursery sends home 'Jenny the Bear', which encourages children to draw or write about the things Jenny does. This is very popular and demonstrates good home learning. Assessment of the children's learning is appropriate. Most staff observe the children while they play and analyse their findings to identify some children's next steps and prioritise their learning. They then plan for each child's individual learning. However, this is inconsistent across the nursery. Especially in the pre-school, where staff are less secure in identifying children's next steps. As a result, not all children are being suitably challenged. Consequently, the children are making satisfactory rather than good progress towards the early learning goals. Staff understand their responsibilities in completing the progress check at aged two. They have put suitable systems in place for completing this check in liaison with children's parents. This helps to monitor children's development from an early age.

Most staff interact appropriately with children, however, some staff in the pre-school are not always fully active in making activities really exciting and to, thereby, extend children's learning. Furthermore, although children receive attentive support from staff, teaching does not always challenge them enough to make the most of activities provided. For example, while staff regularly talk to children about what they are doing, too often these conversations do not fully encourage children to think and talk about the learning process, or to explore ideas and make links to their experiences. As a result, there are inconsistencies in teaching skills and, consequently, some teaching is ineffective. There are some positive examples for teaching. One example of this is when the staff in the baby room empty the balls out of the ball pool. Babies are fascinated and watch intensely as the balls roll all over the floor. Staff ask children if they can catch the balls or kick them. They respond to this teaching well and participate in kicking and throwing the balls to each other. The babies giggle and laugh and clearly show they are active learners having fun as they learn. They are engaged in their play and motivated to learn. They really enjoy extending their physical skills effectively. Babies are content in their play with their key worker and enjoy pressing buttons on the activity centres and smile as they make noises. As a result, they begin to make connections with their actions as they discover how things work. At times toddlers enjoy using the art and craft room, which contains a range of creative and sensory resources, particularly appealing to the younger age range. Children explore the paint, water and musical instruments expressing their creativity and imagination. Staff give particular focus to developing young children's language skills through their play. The role-play area enhances their communication and language skills well as the children talk about their own experiences as they make 'cups of tea' for staff and the inspector; helping the children develop their imaginary play as staff engage children to use the kitchen and utensils.

A cosy book area is well used where staff sit and read with the children. Older children independently use books effectively talking to each other and discussing the pictures. This

helps their literacy skills well. Children, in the main, enjoy solving problems in their water play. They discuss the objects that will sink and float and make decisions as to which object is 'heavy' and 'light'. These opportunities help children to develop their mathematical skills appropriately. Pre-school children are developing their information communication skills positively as they use the mouse to play matching and sound games. These skills help children in their future learning, which is normally carried on at school. Staff promote expressive arts and design with passion and provide many opportunities for children to explore and experiment with materials. For example, they use a variety of techniques to paint, such as bubble, string and marble painting. Children with special educational needs and/or disabilities and those who speak English as an additional language are provided with designated staff, who know and meet their needs well. They create specific targets for the children, so that each child's is fully included in the groups and their needs are considered and catered for. The staff have formed sound links with the parents and other professionals working with the children so that there is continuity for the children. Children's home language is incorporated into the routine of the nursery as staff use pictures to show both the children's home language and English. Overall, children show they are happy at nursery and developing soundly. They are making suitable progress to be ready for their future learning.

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

Children respond well to the friendly approach given by staff and generally show they are settled and content. Staff greet children warmly on arrival. They have caring relationships with children who form strong attachments to familiar adults. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older early years children confidently settle quickly to their chosen activity, chatting happily to their friends. This supports them in developing trusting relationships. All children have a key person who supports them in their learning and care to meet their individual needs. Those that are finding it hard to settle are offered lots of hugs from their key person to help them feel safe and secure. Families are encouraged to attend the nursery before children start to ease their move from home to the nursery environment. The key person system helps children to settle and form secure emotional attachments. Babies' routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met.

Children behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. It is clear to observe that children are treated with respect, staff care that their values are respected, providing inclusive practice for all children. Children are given some opportunities to develop their self-care skills as they independently learn to use the bathroom and put on their coats. However, the older children do not have many choices in their play throughout the morning session; the activities planned for are mainly adult-led and provide few opportunities for children to make their own choices or decisions. This is a contrast in the afternoon. Children choose their own toys and activities. For example, they become princesses, policemen and tigers and play confidently initiating their own play. As a result, children cannot fully express their ideas or learn through their play throughout their time at the nursery. Staff provide opportunities to help children learn about going to school by

reading stories, having group discussions, role-play activities. They also have visits to the local schools to help them become familiar with the new surroundings. These all assist in the smooth moves to their new establishments.

Staff are caring and observant of children's health and well-being. Children develop a sound awareness of foods that are good for them through their play and daily routines. Children enjoy their snack of oranges and bananas. This effectively promotes their enjoyment of healthy foods. Children enjoy the meals and snacks provided and freshly prepared at the nursery. Both staff and the cook are aware of children's individual dietary needs, allergies and preferences and adhere to these. Children enjoy their opportunities to play outside in the fresh air. Staff promote exercise daily both inside and outside. For example, children thoroughly enjoy their PE session, where they run, jump and pretend to be animals. This not only helping the children to learn that exercise is good for them but also helps with dressing skills and preparation for school. The learning environment is appropriate and the resources and toys are suitable for the ages of children. They are well stored and easily accessible. Children are learning to keep themselves safe. This is clearly demonstrated as they all participate in a fire evacuation drill. This is performed well and is efficient. Showing that children are learning how to keep themselves safe in an emergency. Children further keep themselves safe as they learn to use scissors correctly and move around the nursery confidently.

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

Staff have developed an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They all complete safeguarding training and have a sound awareness of suitable procedures to follow should a concern arise with a child or if any allegations are made. This helps to promote children's welfare. Appropriate policies and procedures are in place to underpin the safe and efficient running of the setting. Suitable recruitment procedures are in place, which include the completion of the Disclosure and Barring Service checks. Required policies, procedures and records are in place and are kept securely on the premises. For example, detailed records of any accidents or necessary administration of medication are maintained and shared with parents. This effectively promotes continuity in how children's well-being is supported. There are detailed risk assessments in place, which help to promote the safety of the children. The nursery is well presented and staff use their vigilance and risk assessments to monitor children's safety.

Staff are supported by ongoing supervision and appraisal systems. This promotes continual development for staff, which contributes to how improvements are made for children. However, these systems have failed to identify a variation in the quality of teaching of the staff team in the nursery, which has an impact on children's learning and development. The manager is working closely with the deputy manager as part of their self-evaluation to implement a more robust supervision and monitoring system to drive improvement in the quality of the provision. The monitoring of the children's progress is through trackers which staff discuss at staff meeting to help provide activities for the children. Management team has identified weaknesses in the consistency of practice

between staff. This is being addressed by implementing a training package for all staff. The management team tailor training needs specifically to the individual staff so that all staff are supported in developing their skills and practice, and in improving quality. Overall, the management team accurately evaluates the provision and identify areas for improvement in the outcomes for children. They seek feedback from parents through daily chats and questionnaires used to seek parents' comments on specific areas when required. Parents feel involved in the nursery and value the support their children receive. The nursery has completed the actions and recommendations from the previous inspection.

Parents are kept well informed of their child's activities through daily discussions, use of home books and regular newsletters. Staff liaise well with parents on their child's specific learning needs. They monitor children's progress through their observations and tracking systems and keep parents well informed of their child's achievements. As a result, continuity in children's care and learning needs is promoted well. Children's needs are well met through effective partnership with parents. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. As a result, staff are able to receive the support they need for all children.

### **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>	EY305986
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	873061
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	69
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Dove View Limited
<b>Date of previous inspection</b>	19/04/2011
<b>Telephone number</b>	01283 734030

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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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