

Little Nutkins

1a Cherry Orchard, HENLEY-IN-ARDEN, West Midlands, B95 5JW

Inspection date	13/12/2013
Previous inspection date	14/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 in the toddler room benefit from a programme of activities and learning experiences which help them make reasonable progress in their learning and development.
- Children in the pre-school room benefit from a broader range of resources and experiences and show sustained levels of interest and enjoyment.
- Staff in the baby room are attentive and responsive to the needs of the babies and they begin to confidently explore their surroundings with good support from the staff.

It is not yet good because

- Appropriate action has not been taken to reduce identified risk in relation to the main door, indoor safety gates and faulty finger guards to ensure risk is kept to a minimum.
- Staff do not consistently recognise children's progress and use the information gathered to plan experiences and activities to further extend children's learning. With particular regard, to all children in the toddler room and the more able children in all the rooms.
- Staff caring for children in the toddler room do not consistently make best use of available resources and for some areas of learning there are not a broad enough range of resources available to provide all children with a rich and varied environment.
- The leadership team do not effectively enough monitor the consistency of practice throughout the nursery, such as the quality of teaching and learning and ensuring all staff fully implement the accident recording systems in place.

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 in the playrooms and in the outdoor area.
- The inspector held a meeting with the registered person/manager and deputy of the nursery and conducted a joint observation with the deputy.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation documents and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day and information and feedback from parent surveys.

Inspector

Parm Sansoyer

Full report

Information about the setting

Little Nutkins opened under its current owners in September 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Henley-in-Arden, Warwickshire. The nursery serves the local area and surrounding areas and operates from a single-storey building. There are three base rooms and additional play spaces and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except during public holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 37 children on roll who are in the early years age group and seven children aged from five to eight years on roll at the before and after school service. The nursery provides funded early education for two-, three- and four-year-olds.

The nursery employs five members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5, two hold a qualification at level 3 and one holds a qualification at level 2. 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:

- take appropriate action to reduce identified risk in relation to the main door, indoor safety gates and finger guards to ensure risk is kept to a minimum
- improve the use of observation and assessment, for children in the toddler room and for the more able children in all the rooms to help staff plan more effectively a clear learning intention for activities to provide a more challenging range of experiences.

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

- monitor more closely the quality of teaching and learning, and staff practice in relation to the recording of accidents to ensure practice is consistently good throughout the nursery
- provide a more rich and varied environment for children in the toddler room by increasing the range of resources and making better use of available resources on offer to increase choice, challenge and enjoyment.

Inspection judgements

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

Children are warmly welcomed into the base room by staff and overall the educational programmes cover the seven areas of learning. Staff caring for children under three years place a clear emphasis on supporting the children's development in the prime areas. Children are happy, confident, active and develop positive relationships with staff. However, staff caring for children in the toddler room do not consistently make the best use of the information gained from observation and assessment to help plan activities that are tailored to meet their individual needs. Therefore, these children are not making best progress and there is scope for them to be better prepared for their next stage of learning. In addition, in the baby room and pre-school room staff do not consistently place enough focus on tailoring activities for the more able children to offer increased challenge and choice. Therefore the quality of teaching and learning is not consistent across the nursery. Positive relationships are being forged with parents and carers. The initial induction is tailored according to children's individual needs. Staff use this opportunity well to get to know the children and their parents and collate useful information about the children's care and educational needs. More parents are beginning to contribute to their children's developmental assessments and they are kept up to date through summary progress reports about their children's development.

Children's physical development is supported well. In the baby room babies have the opportunity to move, roll, sit and stretch and more active babies are supported well to crawl and walk as they use tunnels and tents. All children benefit from the outdoor area, which has a good range of large and small physical play equipment, which is enjoyed by the children. Children's communication and language is developing well. Staff caring for babies engage them well by singing to them, making eye contact and using their voice to attract their attention to provide opportunities for early conversation. Daily singing sessions, actions songs and ring games are welcomed by the children and used well to support children's language development. Staff caring for the children in the pre-school room place a clear emphasis on increasing children's language skills by introducing new vocabulary, ideas and concepts during activities and group discussions. However, staff in the toddler room do not consistently place enough emphasis on introducing new words and reinforcing and repeating words during activities and when introducing new experiences.

Staff in the pre-school room work well with children, encouraging them to be interested in shape and size within their environment. For example, they have used one of the children's favourite story books to encourage children to think about and compare their own heights. Children in pre-school begin to confidently count, sort and match and use the computer to consider mathematical concepts. Staff use group time, such as circle time well to consider mathematical concepts. However, they do not always successfully incorporate mathematics, such as, weight, measures and capacity in the role-play area, sand and water, to further extend the more able children's mathematical learning. Staff in the pre-school use topics, such as, the 'seasons', 'festivals', 'growth', 'mini-beasts' and 'All about me' very well to introduce children to the natural world, people and communities. For example, children have followed the life cycle of the butterfly, use a rich range of natural resources and learn about the natural habitat of animals. Staff caring for children in the pre-school room place a strong focus on increasing their literacy skills. For example, these children begin to recognise their own names at morning registration and make very good use of the writing table. For example, children busily write, cut with scissors and use glue to make their creations. Children begin to link sounds and letters as staff place an emphasis on emphasising the initial sounds of words during children's play and activities and through games. These staff provide a varied range of opportunities for children to explore a variety of painting techniques, arts and crafts and to use their senses to explore resources, such as, sand, water and dough. Therefore, children show good levels of interest and enjoyment in what is provided. Staff caring for children under three years do provide these experiences but these resources are not made freely available throughout the day and therefore this limits choice, in particular, for the more able babies and toddlers. Children attending the before and after school club have use of the pre-school room, therefore, they benefit from a broad range of experiences. Children freely access these resources at their own leisure, which offers choice and enjoyment and complements their school day well.

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

Staff caring for children and the babies, in particular, are warm and adopt a gentle, caring and nurturing approach to support their emotional well-being. There are clear systems in place, such as the use of a noticeboard in the room to record each child's needs and parent's requests. Staff carefully follow the babies' individual routines and preferences. For example, some babies are gently rocked to sleep and others laid to rest in their cots as requested by parents. Children form close attachments with their assigned key person and familiar staff and they feel safe and have a sense of trust. For example, babies show delight when introduced to new experiences and happily kick their legs as they sit in their high chairs as they are fed. Children are supported well when they transfer to another room within the nursery due to the sharing of information and the carefully planned visits. Children are well behaved and respond well to gentle reminders, such as sharing toys. In the pre-school children have helped to make the rules, therefore, children are clear about behaviour expectations.

Pre-school children are independent and show good levels of interest in the resources and activities provided. Available resources in the toddler room are not always used to their full potential. For example, the role-play area lacks challenge and does not engage the children's interest fully enough. Therefore, planned next steps in learning are not met consistently enough.

There are effective hygiene practices in place to prevent the spread of infection when changing nappies. First aid requirements are exceeded in relation to ensuring there is at least one member of staff who holds a current paediatric first aid certificate. Staff supervise children well. However, although staff inform parents of minor accidents that have not required medical attention, all staff do not consistently follow the nursery procedure of recording these accidents in the accident book. This potentially compromises children's well-being, because if it not recorded and the staff member not present when the child's parent arrives they may not be informed of the accident. All children benefit from being outdoors in the fresh air at regular opportunities throughout the day. Children benefit from freshly prepared meals and snacks which are healthy and nutritious and enjoyed by the children. Children learn about staying healthy. For example, they learn about healthy foods and the importance of exercise. Staff place a clear focus on ensuring children who are taken and collected from the local schools understand the importance of wearing their high visibility jackets and how to keep safe and cross the roads safely.

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

All staff are well qualified in child protection issues and clearly understand their roles and responsibilities in relation to this. For example, there are robust systems in place to ensure staff are suitably vetted and inducted in safeguarding and child protection. All the required records, policies and procedures are in place and up to date. For example, there is a written procedure for dealing with complaints and a written record of any complaints, and their outcome recorded. There are clear systems in place to check the identity of visitors and to prevent unauthorised persons entering the premises and children are only released into the care of individuals who have been notified by the parent. Appropriate written risk

assessments and daily checks of the environment help secure children's safety and they are supervised well. Positive measures are taken on outings, for example, when staff take and collect children from the local school they take steps to secure their safety, such as ensuring they are supervised at all times, taking the children's personal details and a first-aid box, and mobile phone. However, due the recent cold and wet weather the main door to the nursery does not always fully shut on every occasion and although staff ensure they close it properly when parents leave. This system is prone to error and compromises children's safety. In addition, prompt action has not been taken to repair the faulty finger guards fitted to the doors and the safety gates fitted to the children's rooms, which have come loose. Therefore, effective steps have not been taken to remove or minimise these hazards. This is also a breach to both parts of the Childcare Register.

The management team consists of the registered person who is also the manager and the deputy. Both are well qualified and experienced and understand their responsibilities in meeting the learning and development requirements. They have a realistic overview of the nursery at this time and are working well with the staff team to embed the numerous changes implemented since the last inspection. Therefore, some significant progress has been made. For example, observation and assessment systems are now more systematic and overall are used well in the pre-school room and baby room. However, there are still inconsistencies in staff using this information to plan more effectively for the more able children and in particular the children in the toddler room. Staff are more confidently using the planning systems in place to focus their work on all areas of learning to help raise children's achievement. The leaders have accurately identified in their self-evaluation and written actions plan the areas for improvement. For example, the leaders carry out regular supervision, appraisals and offer staff training to improve practice and there are appropriate systems in place to manage under-performance. However, the leaders do not spend enough time in the rooms monitoring and coaching staff to help improve practice, teaching and learning.

Partnerships with parents and carers are satisfactory and continue to strengthen. Parents and carers are kept appropriately informed about the nursery policies and the educational programme. For example, noticeboards, newsletters and daily dairies are used well to keep them up to date. In addition, parents' satisfaction surveys and the recently established parents' committee are beginning to be used well to influence the service offered. The majority of parents spoken to on the day of the inspection are happy with the service offered. There are appropriate systems in place to share information with other nurseries, the local children's centre and the schools the children attend. These links continue to strengthen and to support transition to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register).
- ensure that the premises used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

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	EY454143
Local authority	Warwickshire
Inspection number	943785
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	44
Name of provider	Sophie Natalie Dewar
Date of previous inspection	14/02/2013
Telephone number	01564 898 187

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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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