

Little Chimps Day Nursery

Wimblebury Community Centre, John Street, WIMBLEBURY, Cannock, Staffordshire, WS12 0RN

Inspection date	21/02/2014
Previous inspection date	28/01/2013

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

- All staff are sharply focused on safeguarding children and show a very strong commitment to monitoring and constantly improving the quality of the nursery.
- Children particularly enjoy using their imagination during their play and are supported by staff to explore the environment and think critically. This prepares them very well for the next stage in their learning and for school.
- All staff have high expectations of all children and work closely with parents and other professionals to ensure all children make good progress in all areas of their learning.

It is not yet outstanding because

- Staff working with children under the age of two years do not always evaluate the impact of background music upon children's communication and language skills and opportunities for older children to develop their independence at mealtimes are not fully utilised.

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 throughout the nursery and completed joint observations with the nursery owner.
- The inspector held meetings with the owner of the nursery.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff about the daily routines, how they keep children safe, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, risk assessments, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation form and action plans.

Inspector

Dianne Adams

Full report

Information about the setting

Little Chimps Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community hall in the village of Wimblebury in Cannock, Staffordshire and is privately owned. The nursery operates from a main hall, separate under two's room and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, which includes the owner and the manager. Of these, all hold appropriate early years qualifications at level 5 having completed relevant foundation degrees. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending, 37 of whom are within the early years age group. Older children attend the before and after school provision and holiday playscheme offered by the nursery, as required. The nursery provides funded early education for two-, three- and four-year-old children. It 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:

- consider the use of background music in the under two's room to ensure children's communication and language skills are fully promoted

- provide more opportunities for older children to develop their independence at mealtimes, by for example, pouring their own drinks, selecting their own utensils and cleaning the tables.

Inspection judgements

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

Children are making good progress in their learning and development as a result of the strong and consistent teaching by all staff. All children benefit from a stimulating educational programme which encompasses their individual interests and captures their imagination. For example, when young children explore electronic toys, staff tune into their interests and provide them with cars and a garage, knowing this is one of their favourite resources. Children are immediately motivated and watch intently as they copy the adult to connect a number of cars together. This develops their physical skills. Interactions are very good with staff joining in the fun of exploration and extending

children's learning. For example, staff introduce children to mathematical language as they count the cars from one to three. Young children constantly use expressions using their eyes and pointing to communicate their interests to staff who use this opportunity to introduce new words. For example, when children point to pictures displayed around the room, staff name objects and encourage children to imitate the words and sounds. This promotes children's communication and language. However, staff have not fully considered how the use of background music during the day might hinder children's ability to hear and understand.

All children thoroughly enjoy exploring the environment and are supported by staff to think critically. For example, older children are asked by staff to collect items from around the playroom of different shapes and colours ready for 'Lesson time'. Children enjoy investigating and successfully naming three-dimensional shapes, such as cuboids and pyramids. They are supported by staff to think and consider where they might see a pyramid. Conversations extend to discussing and learning about countries around the world, such as Egypt. Children confidently use language to explain to visitors what they are doing and why. They follow instructions successfully and travel around the indoor space safely and with control. This develops their physical skills.

Older children are very well-prepared for their next stage in learning and for school by participating in activities at 'Lesson time'. They are encouraged to sit, listen and concentrate well. Older children develop their reading skills as they successfully identify their written names displayed on tables. They enjoy spending time in small groups sounding out letters of their name and the names of their friends. Staff skilfully ensure those children who are progressing well are fully challenged, while children who are not so far advanced enjoy success. For example, some children confidently sound out their full name, while others are supported to sound out their first name. This supports all children's self-esteem and confidence.

All staff frequently observe children at play and clearly record their findings in each child's individual learning profile. They successfully use the information obtained to complete thorough assessments of the good individual progress children make. Staff also complete the 'progress check at age two'. They work closely with parents to discuss and identify the achievements children have made both at home and within the nursery, and their future learning priorities. This provides everyone involved with a complete picture of children's overall learning. Staff also work closely with parents and other professionals, such as speech therapists, to meet the individual needs of children who have special educational needs and/or disabilities. For example, to support young children to develop their language and communication skills, staff agree with parents to use 'Makaton' signs in the nursery. In addition, pictorial aids are used throughout the day to support children to communicate their needs and to be able to choose what they want to play with. This ensures all children are fully included and are supported to make good decisions.

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

Staff successfully support all children's physical and emotional well-being. They ensure children and their families experience a smooth transition from home into the inclusive

nursery environment. Upon arrival, children and their parents receive a warm welcome from caring staff, which helps to develop strong and trusting relationships. Children who are new to the nursery and feeling anxious enjoy close interactions from staff and lots of re-assurance. The effective key person system enhances the relationship with children and their families. Staff spend time exchanging important information with parents about children's lifestyles and individual routines, in order to tailor experiences and the nursery routine. As a result, children settle with ease into the nursery and demonstrate that they feel safe and secure. Staff, parents and teachers also work closely together to prepare children well for their transition to school. They support children to develop the necessary skills to embrace this new experience with self-confidence. For example, teachers are invited to meet with children in the nursery and staff take children on visits to the school. This ensures children become familiar with their new surroundings and positive relationships are developed. In addition, staff complete 'Transition forms' to ensure everyone is fully informed of children's individual needs.

Children's health and hygiene are fostered well and they learn how to manage their feelings and keep themselves safe. All children enjoy exploring the indoor and outdoor environment safely and enjoy taking responsibility for their personal needs. For example, older children confidently ask for the toilet and all children understand the need to take care with hand washing to keep healthy. Children behave very well and benefit from clear indications from staff that the routine is about to change. For example, when staff ring the school bell, children over the age of two calmly and quietly go and sit on a mat for registration time. Staff discuss children's dietary needs with parents from the outset and any specific needs are addressed carefully. Babies' feeding routines and sleep patterns are followed as they settle down for a sleep in the quiet and calm environment of the under two's room when needed. Regular checks are made by staff to ensure they are safe. All staff hold current food hygiene and safety certificates. They provide children with a varied and healthy menu and ensure children can access drinks throughout the day. Mealtimes are sociable occasions with children of all ages eating together and enjoying conversations, supported by staff. However, older children are not always encouraged to pour their own drinks, help themselves to utensils or help clean the tables. This does not fully support children's independence skills.

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

All staff and managers give high priority to the safeguarding and welfare of children and ensure they are protected from harm. Staff demonstrate a good understanding of child protection issues and implement well-written policies and procedures, which are effective in practice and shared with parents. The provider regularly reviews the practice within the nursery and has recently implemented additional policies to further support children's safety. This includes a clear and concise 'Visitor risk assessment' policy. In addition, a new 'Social networking site' policy ensures staff are aware of how their personal conduct may impact on their professional roles. The provider follows good procedures for recruiting and vetting staff. She carefully monitors the staff's ongoing suitability to re-assure parents and ensure children's safety and welfare is promoted at all times. Robust risk assessments are carried out daily which support staff to identify and minimise all hazards both indoors and

outdoors. This ensures children learn in a safe and inclusive environment.

The provider and staff have used a self-evaluation document to clearly identify improvements within the nursery since the last inspection and the action plan for future development. For example, staff now ensure they support all children to be involved in planning of the curriculum through children's choice activities and sharing their ideas at circle times. Children's opinions are valued by staff who provide them with a sticker when expressing their likes and dislikes. In addition, the nursery has recently received a grant for the refurbishment of the outdoor play area. As a result, the woodland area adjacent to the nursery building is being developed to duplicate a forest school environment. Staff intend to use this new area to extend and enhance all children's learning through the naturalistic environment. Staff receive regular supervision sessions and appraisals to monitor their practice and identify any training needs. This helps to develop the quality of teaching further. Staff show a passion for constantly developing their knowledge and seeking new challenges which is fully supported by the provider. For example, when a member of staff shows an interest in exploring the role of a teaching assistant in school, the provider supports the staff to obtain a placement.

The provider and staff have forged very strong partnerships with parents and other professionals to promote consistency in children's care, learning and development. This supports children in their transition through to the next stage in their early education. Parents and staff ensure good communications in a variety of ways. They record what children have enjoyed doing in their home diaries and a 'home link' and 'magic moments' section has been added to the children's development profile. Many parents use this as an opportunity to share with staff any special events or activities that have been undertaken, supported by numerous photographs. Parents also benefit from attending a 'Parents' day' held twice a year when they discuss their children's education with the key person and look in-depth at their children's developmental records. The nursery supports parents through a series of planned parent workshops to engage in their children's development and learning. For example, parents have enjoyed attending sessions aimed at supporting them to understand their children's development records, understand how to support their children's learning at home and explore how to manage children's behaviour and keep them safe. Parents spoken to on the day of inspection, and those sharing their views in written questionnaires, show how much they appreciate the professional skills of the staff and the wealth of experiences provided for their children. They comment on the friendly and approachable staff who provide children with a relaxed and very welcoming environment. They appreciate the time taken by staff to settle children into the nursery and can clearly see the ongoing improvements to the premises. These include, developing a 'fantastic' outdoor area and the regular updating of furniture, equipment and decoration. Parents state that staff are very good at educating their children and provide lots of stimulating activities. They feel this prepares children very well for school.

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	EY279257
Local authority	Staffordshire
Inspection number	952097
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	44
Name of provider	Julie Amanda Aston
Date of previous inspection	28/01/2013
Telephone number	07933 012 953

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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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