

# Little Uns Daycare

2 Sheaf Street, Daventry, NN11 4AB

## Inspection date

Previous inspection date

14/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Child protection procedures are secure. This ensures children are well protected and their safety is given priority at all times.
- Staff build positive relationships with the children. As a result, children are settled and secure because they form appropriate emotional bonds with the staff.
- Management and staff warmly welcome parents into the nursery and they work hard to involve parents in their child's learning and development.

### It is not yet good because

- The quality of teaching is occasionally variable across the nursery and is not always sufficiently focused to fully challenge children's learning. Therefore, children's learning and development is not always fully maximised.
- The deployment of staff occasionally impacts on the quality of the learning provided, and staff do not always make the best use of the resources to support their teaching and enable children to fully stimulate their own ideas and imaginations. As a result, learning opportunities are not always sufficiently maximised.
- Procedures to monitor the quality of teaching and the delivery of the education programmes are not fully embedded in practice. Consequently, the quality of teaching is variable and children's needs are not always met.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the registered provider and manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ann Austen

## Full report

### Information about the setting

Little Uns Daycare was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is managed by Little Uns Day Care Limited. The nursery is situated in a listed building in the centre of Daventry. Children have access to four base rooms and a fully enclosed outdoor play area. The nursery is accessible to all children.

The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. This includes one member of staff with a level 6 qualification. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 97 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- improve the quality of teaching to ensure all children make good progress from their starting points in every area of learning, by providing challenging activities that are fully matched to their learning needs
- ensure assessment is effectively linked to the planning of activities to make sure all children are consistently fully challenged and their skills and learning extended
- ensure staff are better deployed and use resources more effectively in order to support good quality experiences for children that consistently motivate them to maximise on the learning opportunities offered.

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

- embed systems to monitor the quality of teaching and the delivery of the education programmes so that children make good progress.

### Inspection judgements

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

Children generally enjoy their time at the nursery and participate in appropriate activities which cover the seven areas of learning. During each child's induction, staff obtain information from parents about what their child already knows and can do. This information is then used to aid the settling-in and initial assessment process. The child's key person subsequently carries out ongoing observational assessment to identify children's interest and abilities. However, this information is not always effectively used to aid or plan challenging experiences to extend children's learning. As a result, children are not consistently provided with stimulating activities that are fully matched to their individual learning needs. For example, children who can already competently manoeuvre wheeled toys are not effectively challenged to develop these skills further. As a result, older children occasionally manoeuvre the wheeled toys too fast, which compromises the play and learning of others around them. In addition, the quality of teaching is variable and requires improvement because children do not always participate in challenging learning experiences. For example, staff working with the older children sometimes supervise the children and do not motivate their interests effectively by joining in their activities for any sustained length of time. In addition, staff do not always ask challenging questions that inspire children to think and answer questions. For example, staff overlook opportunities to encourage the children to count the number of hoops as they throw them over the cones or encourage them to talk about their play on the pirate ship.

The delivery of the educational programmes occasionally lacks depth and breadth across the seven areas of learning. This was because on the day of the inspection children aged from two to five years spent their day together as one large group, instead of being in their normal base rooms. As a result, some staff lacked sufficient knowledge of the children's individual learning needs and were therefore unable to consistently provide sufficiently challenging experiences. In addition, the range of resources and materials offered are not always carefully planned to fully stimulate children's imaginations and ideas. For example, children playing in the pirate ship did not benefit from being provided with additional resources to help them to fully initiate and explore their own ideas. As a result, children's interest is not always sustained, leading to occasional misbehaviour because learning opportunities are not always maximised.

Children's progress in the prime areas of learning ensures they have the key skills needed for the next steps of their learning, including moving on to school where appropriate. They enjoy being physically active in the garden and have opportunities to participate in creative art activities. Older children paint four leaf clovers to celebrate Saint Patrick's Day, create a collage picture for the 'Spring' wall display and use the cars to create patterns in the paint. Additionally, children's range of experiences are broadened because staff take them to visit places of interest within the local community. For example, children visit the local pet shop and enjoy trips to the library. Babies and younger children explore and experiment with a range of media through sensory exploration. For example, children explore shiny and smooth items in the treasure baskets, feel the texture of the hay and are encouraged by the staff to shake and hear the sound of the musical instruments. Additionally, staff support children to make hand prints with the paint and encourage them to immerse their hands and make marks in the shaving foam and sand.

Staff respond appropriately to the gurgling sounds made by babies and encourage young children to use single words and to imitate different words and sounds. For example, staff

encourage children to say 'woof, woof' as they point to the picture of a dog and use language, such as 'hop, hop, hop', as the children search for the hidden rabbits. In addition, staff sing songs and repeat phrases to further support children's developing language. Older children are beginning to communicate with growing confidence. For example, children recall past events, such as trips to the seaside, and are able to express their needs. In addition, older children are beginning to write their name, either in the form of emerging writing or, in the case of older children, using recognisable letters. Children with special educational needs and/or disabilities and children who speak English as an additional language integrate well within the group. Staff take time to learn familiar words in the child's own home language and introduce words in English in the context of the children's play. Consequently, these children are beginning to develop their use of English.

Management and staff warmly welcome parents into the nursery. They work hard to engage parents in their child's learning and development. For example, parents receive regular updates on their child's progress, can talk to their child's key person daily and are invited to regular consultation evenings. In addition, parents have regular access to their child's profile folder and are invited to contribute to these with observations from home. Staff complete the progress check at age two so that they are aware of children's development at this stage and can share this with parents. Children enjoy attending the before and after school club and holiday provision. They have fun, demonstrate a positive attitude towards their play and have opportunities to participate in an appropriate range of planned activities. For example, children observe frog spawn, search for mini beasts and view spring flowers during nature walks. In addition, children plant flowers to observe growth. They enjoy making decorations to celebrate Easter and work together to create a wall display of outer space.

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

Staff working at the nursery and out of school club create a safe, welcoming environment where children can independently access an appropriate range of suitable resources and materials. However, staff do not always make the best use of the resources to support their teaching. As a result, children are not always fully engaged in good quality and appropriately challenging learning experiences. Additionally, staff are not always deployed effectively to fully support children's learning and development. For example, staff occasionally spend time completing additional tasks, such as tidying the indoor environment, while the children play outside. As a result, some learning opportunities are overlooked during this time. Staff know how to deal with safeguarding issues, and records are maintained of any accidents or any medicines administered. Children demonstrate that they feel safe around the staff, seeking reassurance and support if needed. In addition, staff support children to develop an awareness of safety and how to stay safe. For example, children learn how to evacuate the building in the event of an emergency situation and are taught how to cross the road safely.

Staff praise children for their achievements, which boosts their confidence and self-esteem. Most children behave appropriately for their age. This is because staff support children from a young age to gain an awareness of behaviour boundaries. For example,

children are encouraged to be kind to one another, share and take turns. However, there are occasions when the behaviour of some older children is less positive because their learning and play activities occasionally lack the challenge needed to keep them fully engaged.

Overall, the key person system is effective in making sure that care practices support children's individual needs. All children form appropriate emotional bonds with the staff in the nursery, enabling them to feel settled and secure. Suitable information is obtained from parents before children begin regarding their care and routines, which staff follow to help children feel confident in their surroundings. This also promotes continuity in the children's care and supports their continual well-being. In addition, settling-in sessions are offered and parent support is provided through reassurance and telephone communication once their child has started at the nursery. Parents are informed in advance before children move up to other rooms within the nursery and children are gradually introduced to their new room and to their key person. A 'moving through' report is also completed for each child to make sure the transition is successful. As a result, children settle well and form new relationships with the children and staff. Management and staff understand the importance of preparing children for their transition into school. They make sure older children practise the skills they need when they start school, such as learning to recognise letters and numbers and to be confident in their personal skills.

Children's physical health is suitably addressed. Staff provide appropriate activities to support children's physical development. For example, children manoeuvre wheeled toys, develop their balancing skills and throw hoops over the cones. Information is gathered on children's dietary requirements to ensure that all foods offered support their health and well-being. Children are offered a suitability balance diet, which is prepared by the cook. Food options include spaghetti bolognese, macaroni cheese, fresh fruit and yoghurt. Staff encourage children to adopt appropriate personal hygiene routines, such as washing their hands after messy play and before food, in order to prevent the spread of infection. Older children comment that they do this to 'get rid of germs'. Children's independence is encouraged because staff give them time to put on their own coats before going outside to play, although inconsistent teaching sometimes results in missed opportunities to help children to develop these skills further.

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

Management understands their role and responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, including procedures to safeguard children. For example, management and staff have a good understanding of the different types of abuse and the indicators that would raise concerns. This ensures that children are protected and their well-being is given priority at all times. In addition, the designated person for safeguarding has completed appropriate training, and written safeguarding children procedures are in place, including those to ensure that mobile phones and cameras are used safely and appropriately within the setting. The identity of visitors is checked before admitting them to the nursery, and daily checks ensure that the premises are safe and suitable for their purpose. For example, the

staff ensure the premises are secure and that fire exits are not obstructed. In addition, safety barriers are used appropriately throughout the nursery to prevent young children from having unsupervised access to the stairs. As a result, hazards to children are kept to a minimum. Management is aware of the need for safe recruitment. Appropriate vetting and induction processes for all adults who work with the children, or come into contact with them, are in place. For example, appropriate Disclosure and Barring Service checks are carried out and management ensures staff are clear about how to implement health and safety policies and procedures. In addition, children are appropriately supervised to ensure their safety, and documentation is in place to show how ratios are consistently maintained to support children's well-being.

Management ensures that staff hold appropriate levels of qualifications according to their post and their ongoing professional development is encouraged. They are continuing to develop procedures to monitor the quality of teaching and the delivery of the educational programmes. For example, cohort tracking documents have recently been introduced to monitor children's progress and any potential gaps in learning where additional support may be required. In addition, management complete annual staff appraisals and informal supervision is provided. However, the performance management of staff is not yet fully effective in securing the necessary improvements to teaching. As a result, the quality of teaching is occasionally variable, which means that not all children make good progress in relation to their starting points. In addition, systems for checking the progress of different groups of children within the nursery are at an early stage of development and have not been in place long enough to fully demonstrate their effectiveness. Management and staff are currently using self-evaluation to collate an overview of the provision's strengths and weaknesses, including obtaining the views of parents. As a result, management is beginning to formulate an action plan to implement the required improvements. In addition, management welcomes support from local authority development workers with regard to improving practice.

Management and staff develop positive relationships with parents. This makes a sound contribution to supporting children's well-being and learning. In addition, parents are invited to 'family fun' days which are held to involve parents in their child's life at nursery. Parents receive regular newsletters and information is shared about the importance of healthy eating. They comment that they are pleased with the way the nursery staff support their children's care and learning. Management and staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for those children who may need additional support. For example, procedures are in place to seek expert advice from other professionals should the need arise. Partnerships with other providers who deliver the Statutory framework for the Early Years Foundation Stage are continuing to be developed in order to provide continuity in the children's care and learning. For example, staff share information with reception teachers about the children's learning and development during their time with them. In addition, the children are invited to access facilities at a local school. For example, children access apparatus in the school gymnasium in order to learn new physical skills.

### **The Childcare Register**

The requirements for the compulsory 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>	EY469453
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	941349
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Little Uns Day Care Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01327702714

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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