

Little Ones at Bovey Tracey

Abbey Road, Bovey Tracey, Newton Abbot, Devon, TQ13 9HZ

Inspection date	09/05/2014
Previous inspection date	14/06/2010

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

- Staff are caring and highly motivated. They promote children's learning and development well so that children make good progress.
- Staff have good relationships with children and their parents. This results in good continuity of care and promotes children's well-being.
- Children have access to a wide range of resources and experiences to engage their interest and stimulate their learning.
- Management is strong and all staff demonstrate a clear commitment to developing their practice.

It is not yet outstanding because

- There are some occasions when children have to wait for a little longer than necessary. As a result, the noise levels become high and some children are not able to hear or fully participate in the conversations around them.
- Although children learn about their local community, there are fewer opportunities for them to become aware of other countries, cultures and the wider world in which we live.

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.

Inspection activities

- The inspector spoke with staff, parents and children to ascertain their views.
- The inspector observed activities both inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documentation including children's development records, a range of policies and the nursery's self-evaluation form.
- The inspector met with management to discuss recruitment and safeguarding procedures.

Inspector

Annette Blundred

Full report

Information about the setting

Little Ones at Bovey Tracey was registered in 2009 and is part of a small privately owned chain of nurseries providing full day care for children within the early years age range. The nursery occupies single storey premises with parking spaces situated in the centre of the town of Bovey Tracey, Devon. The nursery is registered on the Early Years Register and provides funded early years education for two-, three- and four-year-old children. Children may attend for a variety of sessions, full or part-time. There are currently 59 children on the register. The nursery is open from 07.45 am to 6.00 pm Monday to Friday for 51 weeks of the year. It is closed on Bank Holidays and for a week between Christmas and the New Year. Overnight care is not offered. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 11 staff. The manager holds Early Years Professional Status. All other staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- adapt the daily routine to provide smoother transitions during changes of activity and to avoid waiting times for meals and snacks

- create more opportunities for children to become more aware of other countries, cultures and the wider world in which we live.

Inspection judgements

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

Children enjoy their time at the nursery. Staff have a good understanding of the Early Years Foundation Stage. They make detailed observations of children and evaluate them to plan effectively. As a result, children make good progress in their learning. There is a good balance of activities; staff lead some activities but, for most of the time, they encourage children to lead their own play and to choose activities according to their own interests and abilities. Adults are skilled in speaking to the children and developing their vocabulary, listening and thinking skills. They involve children in their learning by asking questions that encourage children to think, such as, 'What has happened to the sand?', 'What do you think will happen now?' and 'What would you like to do next?'

Staff are aware of children's individual needs and abilities and they plan to provide challenge for the older and more able children so that they are motivated to find out more. For example, they encourage children to link letters together and to make rhymes.

They provide many opportunities for children to make marks and to write with different materials. This promotes literacy development well. Similarly, they plan well for individuals who may be experiencing difficulties in any aspect of their learning or development.

Learning takes place both indoors and outside, and the nursery staff continue to develop the outdoor areas. There are good opportunities for children to develop many aspects of their learning outside. For example, they have access to art materials, musical instruments, books and construction toys. The wheeled toys and role-play equipment are popular too. The setting has a very good range of resources for all age ranges, which staff label clearly and arrange in a way that makes them accessible to children.

Children look for bugs and learn about the natural world around them. They have the opportunity to grow things. Babies enjoy a variety of natural resources such as feathers and shells and they learn about sea creatures as the staff provide toys for them to enjoy in water play, which engages their interest and helps them to use all their senses.

Staff teach children a lot about their local community. They organise outings and experiences to enhance this learning. They plan visits to the park and to the library so that children can learn about books. However, at present there are fewer opportunities for them to become aware of other life-styles, countries and cultures.

Each staff member acts as a key person for individual children and all staff know the children well. Staff share books with the children and they build on their imaginative skills by asking them questions that encourage children to think and by joining in their games. For example, when children make a ship with the large blocks, staff question them about pirate activities and the children explain that they are, 'washing the deck' and 'walking the plank'. The role-play area also contains a shoe shop, where there are opportunities for children to select, match, measure, compare and estimate size, before purchasing a pair of shoes. Children's mathematical awareness is developing well, therefore, though a variety of fun activities.

Parents are very happy with the care their children are receiving and they are able to continue the learning at home through shared discussion and written records. Each child has a book with photographs and examples of their activities. Staff speak to parents every day about their own child and they keep them informed about the general activities through newsletters, the website and questionnaires. Parents often send contributions or resources to support the current activities and they make suggestions about nursery practice.

Staff record the care needs and learning of the younger children so that parents are aware of their routines during the day. Staff encourage the babies' communication by gesture and with the use of some simple signs and pictures. They develop vocabulary by commenting on what the babies are doing, which reinforces their actions and increases their confidence. The babies appear to be happy and secure; they enjoy rhymes, singing and musical instruments.

Parents and carers provide a wealth of information before children start in the nursery, and the key person then develops an individual learning plan for each child. Parents

contribute regularly to this and to the required progress check for two-year-old children. Through thorough observation, assessment and effective planning, staff enable children to make good progress from their starting points. They identify any individual needs early and use strategies to help children to develop their skills. They therefore prepare them well for the next stage of their learning, and for starting school.

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

Staff are very effective in their support of children's well-being. Babies have their own areas with plenty of space to explore, play and rest. Staff adhere to their individual routines which they discuss with parents. Babies settle well into the nursery because the staff are caring and take the time to find out about their individual needs and their preferences. As a result, babies form a secure attachment with their key person and other staff in the room also know them well. Babies have their own outdoor area in which to enjoy fresh air, explore and develop their physical skills.

Staff prioritise keeping children safe. They carry out thorough daily checks on the premises and equipment, and conduct risk assessments regularly to minimise hazards. They employ stringent hygiene practices to prevent infection. Children learn about hygiene and they are encouraged to wash their hands regularly. They clean their hands and faces after their snack and use mirrors to help them to do it well. This encourages their sense of responsibility and independence.

All children benefit from a healthy balanced diet which is prepared on the premises by the nursery cook. They have snacks both in the morning and afternoon and a hot meal at lunch time. Breakfast is available for those who would like it. Fresh drinking water is always available for children. They learn about healthy eating and they develop self-help skills by using knives, forks and spoons. They are encouraged to serve themselves when possible. Mealtimes are also a pleasant social activity when children can speak to their friends and to staff. Staff praise children for eating their food and they inform parents of what their child has eaten at the end of the session. However, for snacks and meals sometimes children have to queue to wash their hands and then to find their place at a table. Although adults converse with children during this time, waiting results in noise levels becoming quite high, and some of the younger children lose interest because they cannot hear.

The staff team effectively promote independence and praise children when they develop new skills. For instance, they teach children how to use knives for spreading and scissors to cut out shapes, and they teach them how to put on their coats. Staff encourage them to make choices whenever possible, and this helps children to understand the effects of their decisions. Children therefore develop confidence in their own abilities and this increases their self-esteem.

Generally children behave well. Staff are good role models, reminding them to say 'please' and 'thank you'. Staff respect children and value their views, responding to them individually throughout the day. There are many examples of children's work on display

and this shows children that their contribution to the nursery is valued. There are two children who are special helpers each day Staff organise this on a rota basis so that each child gets a turn. Staff explain the tasks, such as helping to put the placemats out, and they support children to complete the tasks. This helps children with their organisational skills, gives them a sense of responsibility and equips them with valuable skills for the future.

Staff gently remind children of appropriate behaviour, for instance when play becomes over exuberant on the wheeled toys outside. Nevertheless, children do play cooperatively and learn to manage risk by manoeuvring the toys at speed, developing their skills and becoming aware of the needs of others. The children are aware of simple rules about being kind, sharing toys, washing hands, walking when inside, and stopping to listen when the tambourine shakes. Parents comment that their children are calmer and more confident since attending the nursery.

The nursery staff plan transitions well. They gather information and organise a settling-in period for those children who are starting with them. When it is time for children to start school, local teachers visit to get to know the children. The nursery also gives information to schools to help the process to be as smooth as possible.

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

Leadership is strong. As a result the team are highly motivated to meet children's needs well. The management team and the staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation stage. Comprehensive policies and procedures are in place and staff use clearly defined procedures, to provide a stimulating and safe environment for the children in their care.

Staff maintain secure premises and are conscientious in their supervision of children, updating written records several times during the day. They take effective measures to prevent the risk of accidents and incidents. Parents and carers comment that they are confident about leaving their children in the care of the staff. The nursery arrangements for recruitment and selection are robust, to check that all staff are suitably qualified and appropriately vetted.

All staff receive regular training in safeguarding and first aid. They demonstrate knowledge of child protection, including possible symptoms of children at risk, and they are confident about the appropriate procedures to follow if they have concerns about a child.

The team uses regular staff meetings, supervision and appraisals, to evaluate provision and identify staff training needs. Staff also observe each other in order to improve practice. There is a supportive atmosphere. Staff, parents and children are involved in the detailed self-evaluation process and there are monthly staff meetings to reflect on practice and to analyse the progress the children are making. Staff promote learning and

development well. They promote inclusion and equal opportunities through policies, approach and practice. However, they do not routinely heighten children's awareness of diversity.

There are regular parents' evenings and open days for parents to observe the sessions and to exchange information. In addition, parents can use the nursery website to get information about the menus, current topics and any nursery news. Parents also make suggestions through regular questionnaires and comments slips. They state that they feel fully involved in their children's learning.

There is a clear commitment to continuous improvement. Staff are fully involved in this process. They have clearly identified areas for development and regularly adapt their practice as a result of their reflections and discussions. For instance, the team have recently revised their planning to identify more specific outcomes for individual children. They are now introducing more flexible routines so that children can have even more choice as to when to participate in some activities.

The staff team have established effective working relationships with other agencies in order to support children's individual needs effectively. Parents say that their children are very happy at the nursery because, 'It is a lovely caring environment'. They say that children miss nursery and their friends when they do not go and that it is like having, 'another family' to look after their child.

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	EY403902
Local authority	Devon
Inspection number	844924
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	69
Name of provider	Little Ones Childcare Ltd
Date of previous inspection	14/06/2010
Telephone number	01626 833255

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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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