

Littler Grange Children's Day Nursery

Littler Lane, WINSFORD, Cheshire, CW7 2NE

Inspection date	27/05/2014
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children build strong bonds with staff and, as a result, children are happy, settled and behave well.
- Children make good progress in their learning and development because staff get to know them very well. This enables staff to make accurate assessments and plan effectively for children's development.
- Strong leadership empowers staff to work well as a team, so that they provide consistent, good quality care for all children.
- Staff have positive relationships with parents and keep them well informed about their children's day.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.

It is not yet outstanding because

- There is scope to develop the use of peer observations in order to support all staff to reflect on practice and identify further improvements so that children reach the very highest levels of attainment.

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 observed activities in the rooms and the outside learning environment.
The inspector conducted a joint observation with the manager. The inspector looked at a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of suitability and qualifications of staff working with children.
The inspector took account of views of parents and carers spoken to on the day.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.

Inspector
Yvonne Holt

Full report

Information about the setting

Littler Grange Children's Day Nursery re-opened as a limited company in 2005. It operates from a converted building located in Winsford, Cheshire. Children are cared for within six rooms located on two floors. There are three outdoor play areas available for the children's use. The nursery is open five days a week from 8am to 6pm all year round. Children attend from the local area. There are currently 91 children on roll aged from three months to five years. This provision is registered by Ofsted on the Early Years Register. The setting supports children with special educational needs and/or disabilities. The setting employs 16 members of staff including the manager. Most staff hold an early years qualification at level 3; one staff member has a qualification at level 2, and two staff have a qualification at level 6. Both of these members of staff hold Early Years Professional Status. One member of staff is unqualified. Littler Grange Children's Day Nursery liaises closely with other nurseries and schools and they receive support from the local authority early years pedagogue.

What the setting needs to do to improve further

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

- embed the use of peer observations and peer support to provide even more opportunities to support staff's professional development in order to raise children's attainment to the highest level.

Inspection judgements

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

Staff welcome all children into the nursery and gather comprehensive information about each child's background, their individual starting points and specific needs. For example, staff speak to parents prior to their child starting at the nursery and during settling-in visits so that information can be shared. Therefore, staff have good knowledge of the starting points for their key children and can provide support tailored to each individual child's needs. All children take part in activities that cover all areas of learning and they make good progress in their learning and development. This is due to staff having a secure knowledge and understanding of how children learn. There are many opportunities for children to explore a variety of activities with the support of the staff. Topics are brought to life by the staff when they provide linked activities. For example, the children have been reading a story about a boy and beanstalk. Children actively take part in planting beans for the beanstalk. This is further extended by planting sunflowers in the garden. This means children gain a good understanding of the story when they learn about how things grow.

Staff carry out assessments on the children, including the progress check for children

between the ages of two and three years. The information gained through these assessments enables the staff to plan suitably challenging activities to meet the needs of children's range of abilities. Therefore, children are making good progress in their learning and development. Robust assessments means that any children with special educational needs and/or disabilities are identified and their learning needs addressed. This ensures that all children are given the necessary support needed for them to make optimum progress in their learning and development.

The promotion of children's language development is a strength. Children's early communication and language skills are promoted well because staff narrate younger children's play so that they can link the language to what they are doing. Staff model and extend words for the younger children encouraging vocabulary extension. This supports children in extending their own vocabulary. Staff use effective questioning to encourage the older children to think about what they are doing or what might be happening, so that children gain the confidence to respond and express their views. For example, when staff read a story, children are able to express their thoughts as to what may happen at the top of the beanstalk and are given opportunities to retell the story to their friends. Key staff engage with parents and provide the children with individual support from the beginning of their time at the nursery. Staff speak to parents about their child's learning and development so that they are kept fully involved and informed in their child's learning.

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

An effective key person system is in place, which helps children to form secure attachments with staff and peers. This enables the children to settle quickly into the nursery so that they are happy and can spend time exploring the activities purposefully and forming relationships with others. Staff are good role models and provide guidance for children in a consistent and positive manner. This means children display good behaviour and are kind to each other, taking turns and sharing the toys. Staff develop strong relationships with parents. They work together to settle children and children attend for increasing periods of time in response to their needs. Staff support children's personal, social and emotional development by encouraging and praising children's attempts consistently as they practise their skills.

Well-established and effective procedures are in place for safeguarding children's well-being. Children learn to be aware of their personal safety, for example, as they show competence when using tools, such as scissors and cutlery. Children display a good understanding of the importance of good hygiene procedures. They use soap to wash their hands routinely before handling food and after using the toilet. Staff are always on hand to encourage and support the younger children with their personal care routines. The older children can use the toilet independently. Children regularly brush their teeth after meals, which means they are gaining a clear understanding of what is needed to remain healthy. This means that the children gain the confidence and skills they need to move on successfully to the next stage in their learning or to school.

Children take part in outdoor activities daily. The nursery has a large garden space in which the children experience a variety of stimulating equipment. For example, children

have equipment they can climb over, under and go through to explore and develop their physical skills. Staff carry out effective risk assessments of all the areas children use. This gives children the opportunity to learn about risk taking in a safe environment. Staff ensure children have a good understanding of healthy eating. Children enjoy healthy snacks and meals every day and staff discuss the foods that children are eating, reminding children that they are healthy and good for them. Drinking water is available in each room so that children can help themselves whenever they are thirsty. This gives clear messages to the children, who begin to understand why they need healthy food, fresh air and exercise to keep their bodies strong. All aspects of transition are covered well. For example, the nursery holds a 'stay and play with your child' session for parents. In addition, children are supported in making good relationships with their next setting when they are ready for school. Teachers from the local school are invited for story time at the nursery and to other events, such as a recent 'art week', hosted by the nursery. This means children already know the new key people in the new school before they start.

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

Leadership and management are strong and staff roles and responsibilities are clearly defined. All legal requirements of the Early Years Foundation Stage are met well. Effective arrangements are in place to safeguard children and promote their welfare. All staff attend safeguarding training and have detailed information on child protection. This ensures that they understand their responsibilities towards the children and know what steps to take if they have concerns about a child. The manager ensures that all staff are checked regarding their suitability. Management makes sure the nursery's policies and procedures are known to the staff and that they follow them appropriately.

Managers observe staff regularly to ensure their practice is of good quality at all times. This helps to identify strengths and weaknesses in staff practice and staff are supported in improving their practice through professional training and development. The manager carries out one-to-one meetings with staff as part of the regular supervision processes. There is scope to develop the use of peer observations in order to support all staff to reflect on practice and identify further improvements so that children reach the very highest levels of attainment. Staff are highly qualified and have a good overview of children's learning and development. The manager monitors children's ongoing assessments to ensure that children make good progress across all areas of learning. The manager makes observations of the provision regularly, to monitor and identify areas that require development and to note the strengths of the provision. This ensures the high quality remains consistent supporting children's learning and development. Children learn through a broad range of experiences and opportunities to play both indoors and outdoors. This gives children the opportunity to explore all areas of their learning using as much of the natural environment as possible.

There are strong relationships with parents and staff take their feedback into consideration when carrying out self-evaluation. This shows the parents that the nursery is continually concerned with their views. Staff work closely with other agencies to ensure that children who require additional support also make good progress. The management

show clear purpose and commitment to developing the nursery continually and to promoting high quality childcare and education.

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	EY315738
Local authority	Cheshire West and Chester
Inspection number	862212
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	91
Name of provider	Littler Grange Day Nursery Ltd
Date of previous inspection	10/02/2009
Telephone number	01606 559095

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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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