

Little Corkers Day Nursery

Stainforth Childrens Centre, Porter House, Junction Road, Stainforth, DONCASTER, South Yorkshire, DN7 5DH

Inspection date

07/05/2014

Previous inspection date

11/08/2009

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 experience a wide variety of effective learning experiences as staff plan and deliver a focused curriculum. They take account of individual children's learning needs and the knowledge they have built of children through their regular observations and assessments. As a result, children are making good progress overall.
- The staff have good knowledge of child protection issues, the supervision of children and the security of the premises ensures children are well safeguarded.
- Relevant and detailed information about children's health and well-being is gathered from parents to ensure staff know about individual children's needs. Staff are attentive and sensitive to children's needs and requests helping them form strong attachments to their peers and the adults caring for them.
- Safe and secure premises ensure children are kept safe and through the positive role modelling by staff, young children are developing effective independent skills, good manners and are well-behaved.

It is not yet outstanding because

- Staff are not consistent in how they share formal information with all parents around their children's development or how they can further support their children's learning at home.

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 babies and children involved in a range of activities throughout the setting.
- The inspector spoke with staff, children and parents during the inspection and carried out observations of staff practice, including a joint observation with the manager.
- The inspector looked at a range of documents, including: children's development records, accident/incident records, risk assessments and the safeguarding, behaviour management and complaint policies and procedures.

Inspector

Karen Byfleet

Full report

Information about the setting

Little Corkers Day Nursery operates from a purpose built single storey building within Stainforth Children's Centre in Stainforth, near Doncaster. It is a privately owned nursery, which serves the local community and surrounding villages. The nursery is registered with Ofsted on the Early Years Register and is open each weekday, from 8am to 6pm all year round. There are currently 75 children in the early years age group on roll and children attend for a variety of sessions. The nursery employs 10 members of staff, who work directly with children. Of these, eight hold appropriate early years qualifications at level 3 or above and two staff hold a level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents by developing further strategies, to engage them in more formal discussions around their children's development and how they can further support their children's learning at home.

Inspection judgements

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

Staff throughout the nursery have a secure understanding of the learning and development requirements. They provide a wide and varied range of resources and experiences that cover all the areas of learning and that support children to make good progress in their learning. Regular observations and assessments of children mean that staff have a good awareness of children's individual learning needs. The information gained from these observations and assessments enables staff to identify if children need early intervention and they ensure any support required is put in place. Staff have a sound understanding of how young children learn and because of this children demonstrate the characteristics of effective learning, which results in them being active learners and eager to learn. For example, staff fully engage in children's play, encourage them to make independent choices and offer praise for their achievements. The good use of open-ended questioning helps to promote children's thinking and staff encourage children to make predictions and to solve problems for themselves.

Babies particularly enjoy the musical toys, exploring treasure baskets and looking at books with staff, who are extremely attentive and caring to their individual needs. Staff engage toddlers and older children in a range of social situations that effectively promote their communication and language development. Older children confidently hold conversations with adults. Younger children are inquisitive and ask lots of questions. Activities, such as shaving foam, encourage mark making opportunities for toddlers. In role play, older

children are able to practice their writing skills as they make lists and are encouraged to write their own names, enabling them to practice the skills they need to support their literacy development. Activities, such as jigsaws, play dough, sand and water play, are always available and support children in their mathematical skills as they learn about shapes: bigger and smaller, as they compare sizes.

Staff gather relevant information from parents when babies and children start at the setting. They do this through discussions, settling-in visits and through written information. This enables them to develop a deeper understanding of children's likes, needs and daily routines. Staff provide effective routines in the setting that babies and children are familiar with at home, such as sleep and meal-times and this promotes continuity of care. An effective key-person system contributes to the sound relationships between children and staff enabling children to feel secure in the environment. Key persons complete termly written summary reports for parents about their child's progress, including the progress check at age two. Through notice-boards explaining the Early Years Foundation Stage and planning, which is displayed in each room, parents are kept well-informed about how the Early Years Foundation Stage is delivered. Parents have regular access to their children's progress records and some parents have written comments within these. However, staff are not consistent in ways that they engage all parents in this or how they encourage all parents to support their children's learning at home. Children are well-prepared for the next stage in their learning and their eventual move to school.

Children's physical development is fully supported and they enjoy taking part in a range of physical activities, for example, babies have the space and freedom to roll and crawl. When playing outdoors, toddlers and older children enjoy being energetic as they run, ride in the tricycles, dig, play with the hoops, manoeuvre up and down the climbing frame and kick, throw and bat balls, which supports them in developing control and coordination. Children learn about how things work and simple science through a range of experiences. For example, babies access resources with flaps, buttons and knobs and older children enjoy cooking and baking activities. Within a dedicated 'investigation area' children are able to explore different textures such as wooden objects, pebbles and rubber matting. Through a variety of role play experiences children are able to use their imagination as they initiate familiar routines, such as, pretend cooking and dressing-up in the 'home corner'.

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

An effective key-person system is in place. Babies and children throughout the nursery are happy settled and show confidence and security in their environment, staff caring for them and towards visitors. They have built firm, positive attachments with staff and friendships with their peers. When babies and children first start attending, the key person gathers all relevant information from parents and this enables them to make baseline assessments to establish their starting points. This information enables staff to settle children into nursery and to meet their individual needs. A fully inclusive practice means that children from the local and surrounding areas are able to access the setting. Transitions throughout the setting are well-organised and shared and agreed with parents. Children make regular visits to the next room they will move on to. For children moving on to school, the nursery

invites teachers from the various schools, where children will be moving on to, to visit and meet children in the setting. This helps to build relationships with teaching staff and helps children to feel more secure about their move to school.

Children are provided with a varied and healthy diet of balanced foods for snacks and meals. Meals are prepared and cooked on site and children with any special dietary needs and/or requirements are totally catered for with highly effective systems in place, to ensure the safety of all foods cooked and served to children. For example, a list is displayed in the kitchen area with clear instructions of children's individual dietary needs and/or requirements, for all staff to clearly see. Toddlers and pre-school children know and follow very good hygiene procedures with regard to hand washing before eating. Children benefit from regular access to the outdoors as they access free-flow play, which enables them to make independent decisions about where they want to be. Children know and follow rules and boundaries and are generally well-behaved. Staff are consistent in their approach to the age-appropriate strategies they use for dealing with any behavioural issues. For example, they use clear explanations with children about how to share the tools and take turns in using them, as they participate in the play dough activity.

Safety and security within the setting is good. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of staff. Regular emergency evacuation is practised with children, ensuring they are familiar with the procedure and developing a better understanding of how to stay safe in an emergency. Children's health and well-being is further enhanced through most staff being qualified in first aid. Regular risk assessments of accidents and the environment mean that staff are able to quickly and effectively deal with any issues that may pose hazards to children, keeping them safe. Accidents and incidents that are observed by staff are recorded and reported to parents who, are asked to sign the accident records. Children are supervised throughout the nursery and staff are well-deployed. Daily registration of children and staff ensure ratios are constantly maintained and meet the welfare requirements of the Early Years Foundation Stage.

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

Effective recruitment procedures ensure children are cared for by suitable adults, who are interviewed, vetted and qualified. Staff undertake regular training to update their knowledge and skills and a detailed induction is undertaken by any new staff. This includes them reading and signing the policies and procedures. A number of staff have been employed at the setting for a number of years, which provides continuity for children. All staff have good knowledge and understanding of safeguarding and of their roles and responsibilities around child protection. A detailed safeguarding policy and procedure is in place and staff are very clear on how to follow the procedures should they have any concerns either with children or any inappropriate behaviour they may see of other staff or adults. A robust complaints procedure is in place and all concerns are logged with the appropriate action taken to address any concerns received by the nursery.

Management and staff have a good, sound knowledge and understanding of the learning

and development requirements. Staff performance is regularly observed and monitored by management, which enables them to ensure the levels of practice are consistent and that the planning of activities presents sufficient challenge to children. Sound partnerships with parents and carers have been established. Staff exchange information with parents on a daily basis and through termly reports completed by key persons. Parents are kept informed of their children's progress. Accident records are well-maintained and parental signatures are obtained, which ensures they are kept informed of accidents and incidents. Staff are deployed well throughout the setting, children are supervised in all areas and attendance records for children and staff show that ratios are maintained at all times. However, there is scope for further development in the partnerships with parents, through a more formal system of sharing information with regard to children's learning and development and how parents can further support their children's learning at home. Partnerships with schools where children move on to are effective to ensure children's transitions to school are smooth. Staff have formed partnerships with outside agencies, such as health visitors and speech and language therapists and any support required for children is put in place to ensure they continue to make good progress.

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	318120
Local authority	Doncaster
Inspection number	973545
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	75
Name of provider	Keeley Corker-Fletcher
Date of previous inspection	11/08/2009
Telephone number	01302 841632

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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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