

Little Rockets Childcare - Langney

Unit 31 Langney Shopping Centre, Kingfisher Drive, Eastbourne, BN23 7RT

Inspection date

19/06/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 have a good knowledge and understanding of their responsibility to safeguard children. This means that children are well protected and can play and learn in a safe environment.
- Children have strong relationships with caring staff who know their unique needs well. As a result, children are happy and enjoy activities which interest them.
- The manager and staff work effectively with parents to ensure children's individual needs are well met, which allows them to make good progress in their learning.
- Children benefit from staffs' effective teaching skills and good planning that is linked to the children's interests.

It is not yet outstanding because

- Children do not have the opportunity to see labelling of letters and numbers in the outdoor environment.
- Children are not always given an appropriate space to carry out activities to fully enable them to progress in all areas of learning.

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 sampled the policies and procedure file.
- The inspector discussed behaviour management and safeguarding procedures with staff.
- The inspector viewed planning and assessment documents.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents to gain feedback on the setting.

Inspector

Hannah Barter

Full report

Information about the setting

Little Rockets Childcare, Langney is one of three privately run nurseries, it opened in 2014. It operates from five rooms below the shopping centre in the Langney area of Eastbourne, East Sussex. Children have access to an outdoor play area. The nursery is open each weekday from 7:30am to 6pm for 50 weeks of the year. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides funded free early education for two, three and four-year-olds'. There are nine members of staff, all of whom are qualified. There are currently 84 children on roll.

What the setting needs to do to improve further

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

- enhance the outdoor area by providing labelling to include letters and numbers to further develop children's understanding of print in all environments
- enhance children's learning opportunities by providing sufficient space for children to be able to clearly understand instruction.

Inspection judgements

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

Children make good progress in the nursery because staff have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage. Teaching is good and this means that children are effectively developing the skills they need in readiness for starting school. Staff have a good knowledge of children's interests and levels of development through learning journeys and tracking sheets that are completed comprehensively, including photographs and observations in each area of learning. Staff understand the requirements of the progress check for two year olds and complete a detailed assessment on their progress in all areas of development, highlighting their next steps. Good arrangements are in place to support children with special educational needs. Children learn well in the enabling and well-resourced areas accessible to children. This ensures that their independence is supported and developed appropriately.

The balance between adult-led and child-initiated activities is good. Staff scaffold children's learning opportunities by providing them with activities and then letting the children expand the activity in a way that they choose. This allows children to explore and actively learn. For instance, staff set up a painting activity on a large piece of paper and

squirt paints onto it. Children begin to explore the paint with their hands and staff ask open-ended questions such as 'what will happen if you mix the colours together?' This encourages children to think critically.

Parents share information about their children in a 'Unique Child' booklet. This details children's routines and their interests and means staff can positively identify their initial starting points and any additional support they may need once they start attending the setting. The manager and staff involve parents in their children's learning as much as possible. For instance, they hold parents evenings three times a year where discussions take place with children's key persons and development folders can be viewed. Parents' suggestions and views are also welcomed via a suggestion box and 'self-improvement' plan where they give suggestions or ideas of what they would like to see introduced into the setting. There is also a 'Wow Board' where parents share children's achievements at home with the staff. This develops children's self-esteem and language development as they are encouraged to celebrate their achievements during group time with their friends. Staff support children well as they join in with their learning. They interact with children in a positive and friendly manner, helping them to develop their language, physical and social skills. Staff are skilful in extending children's language and critical thinking skills by asking open-ended questions.

Children have opportunities to learn and extend their understanding of technology with appropriate resources, such as computers. This also develops their literacy skills as they practise to write their name. Children's gross physical skills are promoted through play in the 'bouncy castle' and 'garden' room using a variety of resources, such as trikes, bouncy castle and climbing equipment. However, this area can be noisy which means children do not always benefit from other learning opportunities that are being offered by staff, such as listening to staff teaching them about musical instruments. Older children develop their knowledge of number through play activities with small world characters and are encouraged to count how many 'people' can fit inside the house. Younger children have plenty of opportunity to hear number language through song time with the staff. However, there are fewer labels of numbers and letters in the outdoor environment to further enhance their knowledge. Staff praise children's efforts, promoting their self-esteem and helping them to make progress in their personal, social and emotional development. As a result, children are well prepared for their next stage of learning, such as moving onto school.

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

The staff provide a happy and welcoming environment for children which means they settle well. Staff are kind, attentive and form very good relationships with children and their families. This results in children forming strong bonds and secure emotional attachments with their key person. Parents offer constant praise when asked about the setting and comment specifically on the high levels of support that both they and their children receive. The manager offers settling-in sessions to all children before they start at the nursery. The length of these are decided by the parents who assess how well they think their child is settling. This helps all children get to know the staff who will be caring

for them and allows them to become familiar with their surroundings at their own pace. There are good arrangements in place to help when children move rooms. Staff assess children's development and provide short visits when they feel they are ready. Children behave well and play cooperatively together. For example, in the water tray, children enjoy sharing the selection of resources used for filling and emptying and talk about filling containers together. Children's safety, health and well-being are extremely well promoted through the implementation of clear and consistent policies and practices. They are encouraged to keep themselves safe through everyday routines and activities. Staff are good role models and remind children of how to keep safe in the environment. For example, staff ask children why the water should be kept inside the water tray and not spilt on the floor, to which children reply 'so we or our friends don't slip over'. Praise follows the children's response which enhances children's self-esteem.

Children are supported well in using equipment safely, such as knives during snack time when they independently spread butter on to their crackers. The manager and staff carry out risk assessments through a daily checklist to provide a safe place for children to play, both indoors and outdoors. All staff hold paediatric first-aid qualifications, which means that any accidents occurring can be treated effectively, to ensure the well-being of children. The manager arranges visitors to the nursery, such as emergency support services. This helps children to learn about how to keep themselves safe and also developing their knowledge about people who help us in the community. The nursery is attractively decorated with children's individual artwork and photographs of the children carrying out activities. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources which are stored at low level and are easy for them to reach. This means they become confident, learn to make choices, play independently and cooperatively alongside others.

All children have daily opportunities to access physical exercise in the 'garden room' which leads out onto a small area where children can get fresh air. This helps them to develop their physical skills and supports their good health and well-being. Staff encourage children to develop an understanding of healthy eating by offering a selection of healthy and nutritious foods at snack time. Mealtimes are a very social occasion where the children sit in small groups and engage in conversations with their friends and staff. Babies routines are followed at all times and the staff have a thorough knowledge of each child's individual routine. Babies can sleep in a separate cot room or in pushchairs which the staff rock until children fall asleep. For those children that do not sleep there is a cosy corner with cushions and a canopy which provides an area for rest. Care routines and nappy changes are managed respectfully and efficiently to ensure children's comfort. This means that staff meet children's welfare and well-being effectively.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager's views on safeguarding are strong and she ensures that all staff receive training

and that they fully understand the settings policy, and what to do if they are concerned about the safety of any child in their care. This ensures that all children are protected from harm. The security of the nursery is good and staff are vigilant at all times. This keeps children safe by minimising the risk of intruders entering the premises. The manager ensures that the correct staffing ratios are maintained and that staff are always deployed appropriately to ensure children are well supervised at all times. Effective recruitment and induction systems ensure that staff are clear about the policies and procedures within the nursery. New staff shadow another member of staff for an agreed period of time. This ensures they fully understand the high expectations that the manager has with regards to the learning opportunities and care that is given to the children.

Policies are regularly reviewed and staff are asked to read them and implement them consistently. Regular staff supervision and appraisals are undertaken to monitor the continued professional development and training needs of staff. All staff are trained in paediatric first aid and are therefore prepared to deal with any accidents or medical emergencies should they arise. Staff meetings are held every six weeks where staff regularly have the opportunity to contribute to the settings 'Improvement Plan'. The manager and staff undertake a reflective and evaluative approach to the service and are committed to continuous developments. Self-evaluation takes into account the views of children, parents and staff. This means that there are clear and well-targeted plans for future development.

The manager and staff have a secure understanding of the learning and development requirements. Planning is monitored each week as a minimum to ensure that the teaching programmes are broad and cover the seven areas of learning, whilst keeping the children engaged. Children's assessments are detailed and accurate and document their good progress. The manager and staff have extremely strong partnerships with parents to ensure that children's needs are well met. Parents spoken to express constant praise for the manager and her team and several commented that they would not send their children anywhere else. They state that the staff are friendly and approachable and that the children thoroughly enjoy attending the nursery. Parents are kept well informed about their children's progress and are able to attend parents evenings held three times a year. Relationships with other professionals and the wider community are well established, which ensures that appropriate interventions to support children's learning can be sourced and children's individual needs met. This further ensures that children make good progress from their starting points and are well prepared for the next stage in their learning.

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	EY473067
Local authority	East Sussex
Inspection number	950354
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	84
Name of provider	Little Rockets Limited
Date of previous inspection	not applicable
Telephone number	07842586983

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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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