

Little 1 Nursery

49 Valley Road, Chandlers Ford, Eastleigh, SO53 1GS

Inspection date

Previous inspection date

30/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff offer children extensive and exciting opportunities to learn, and give them time to do so; and they encourage children to investigate, create, and rejoice in their achievements.
- Staff share excellent systems of observation, assessment, and planning with parents and develop effective partnerships. This helps them all to celebrate children's progress, provide continuity of learning between home and the setting, and work together to manage gaps, delays, or particular interests.
- The manager has a strong drive to improve all aspects of the setting and has an inspiring, highly qualified, and enthusiastic team of staff to help her do so.
- Standards of care, welfare, and safety across the setting are high.
- Staff help to prepare children well for changes in their lives. Children are socially, emotionally, and developmentally ready for their moves to school.

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 observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager and her deputy manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Little 1 Nursery opened in 2006 and re-registered in 2013. The nursery is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a large detached chalet bungalow in the residential area of Chandler's Ford. All the teaching rooms are on the ground floor with easy access to covered decking and secure outdoor play areas, making it suitable for children in wheelchairs. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is open each week day from 8am to 6pm throughout the year. Children may attend for a variety of sessions part-time or full-time. The nursery is in receipt of funding for the provision of early education for two-, three- and four-year-old children. There are 110 children on roll and all are within the early years age range. Children come from a wide catchment area.

The nursery currently employs 19 members of staff who work on the education team. Thirteen members of staff hold relevant qualifications at level 3 or above, five of whom hold Early Years Professional Status, including three with degrees in Childhood Studies or Education. Most junior staff and apprentices are working towards relevant qualifications. The nursery also employs a cook and a lunchtime care assistant.

What the setting needs to do to improve further

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

- extend the range of story sacks shared between home and the setting to include a stronger focus on children's personal, social, and emotional development.

Inspection judgements

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

Children are enthusiastic to discover learning and enjoy life at this exciting, well-staffed setting. They make excellent progress across all areas of learning and development because the quality of teaching is consistently of a very high standard. For example, children choose to dig, sieve, and judge the capacity of different containers in the sand pit. Staff have written large numbers on children's buckets and spades and arrange them on accessible hooks along the fence line. As a result, children routinely match first the colours and then the numbers of the buckets and spades as they take or tidy them away. Staff also hang buckets from a big set of scales over the sand pit and they provide hooks, lines and pulleys across their well-equipped water play area. Children learn basic mathematical concepts and language to describe size, weight, movement, balance, and

position because staff provide innovative 'hands on' activities for them to investigate.

Managers and staff have high expectations for themselves and for the children. They use their expert knowledge to design a wide range of diverse spaces, indoors and outdoors, that meet the needs of different age groups and areas of learning. For example, all the children join a small group for a language-focused activity just before lunchtime. Babies and young toddlers sit on rugs in cosy corners created inside or in the shade outdoors. They watch, enjoy being together, gain confidence, and then join in with action rhymes. They learn to control and coordinate the rhythm of their bodies, hands, and voices. Older toddlers choose to snuggle into a den they have made in the garden. They settle on a cosy rug, with items from a favourite story sack and a highly-skilled teacher who brings their story to life.

Children choose from an extensive range of resources that promote and challenge their learning; for example, while children indoors experiment with three-dimensional paint and tea bag paint murals, other children choose to move outdoors where they have a larger canvas. Staff leave swathes of coloured paint, glitter, or gloop in shallow builder's trays for children to mix. When the children have exhausted their mixing skills, staff point out the brooms and large rollers children that may use to roll and spread their mix across a paved area. Children safely use and explore a variety of materials, tools and techniques. Staff also have plenty of options for small-group language work with the older children. Staff and children pore over books in cosy corners, as other children take photographs to help them tell friends and families about their adventures. Children mix and smooth sand and water with builder's trowels, 'cementing' brick walls together in different formations. They make observations about the strength of their wall, and how they make it stronger by changing the position of the bricks.

Staff are exceptionally well qualified and bring their training ideas and enthusiasm into every aspect of the outdoor environment. As a result, children enjoy abundant, rich, and imaginative play experiences in the fresh air for much of the day. At the heart of each busy area in the outdoor space is a member of staff. Children have plenty of time to explore, investigate, and discover on their own, but by watching closely staff know when to add a suggestion or model mediation and negotiation. In this way, staff teach children how to work together to design and create an obstacle course. Children learn to judge distance, balance, and control their movements on different shapes and textures as they step and jump from one to another. Staff keep children safe as they help them think through the risks as they use a very large tube as a rocker. This is a wonderfully exciting and vibrant environment where staff skilfully help children extend their thinking and their imaginations throughout all aspects of their play.

Children learn how to take turns, score and mark up points and play fairly. Nearby another member of staff is following the children's interests in the vegetable garden. Staff give children time to think and speak. They demonstrate good listening skills, develop children's self-esteem and model new vocabulary that will help children express themselves more clearly. In another area staff use painting materials and a wall covered in magnetic letters to support children's understanding of a few letters and sounds. They help children make books including key words in different languages. Staff are highly effective in the way they recognise and build on children's interests and develop their

understanding to the next level. Consequently, staff prepare children exceptionally well for school or the next steps in their learning.

Staff use an online computer system to record observations of children's progress across all areas of learning and development. Parents greatly appreciate how staff share this information with them so promptly and effectively. Staff use tablets to log and load some observations as they happen. Parents may therefore see some photographs and written updates within moments of them occurring. Parents know their children are settling easily with new staff, activities, and friends. Parents and grandparents glimpse the diversity, quality, and content of their children's week so they can follow through ideas and learning at home. Staff also guide and teach parents so they know how to add their own observations and news to their children's learning journals. Staff support parents and children further by recording children's achievements and providing ideas for how children may reach the next steps in their learning. Working so closely together parents and staff soon identify and address any concerns about children's progress. Staff make frequent observations across all areas of learning and development so gaps, delays, and particular strengths are clear on the online tracking programmes. New teaching strategies are quickly put in place and where necessary, staff request further guidance or refer for specialist help. Children therefore make excellent progress and are clearly ready to move on to new ventures. The setting meets the needs of the children who attend exceptionally well.

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

There is an outstanding key person system. This ensures that children develop strong, secure attachments early in their care and receive consistently high levels of support at all times. Before children start at the setting, staff meet with parents to establish children's likes, needs and preferences and how to meet these across the setting's routines. A wealth of shared information underpins the role of the key person who provides a secure, reassuring presence for children and their families. The online record keeping system provides quick updates on how children settle. Staff work flexibly with families to meet the individual needs of children. Parents say they find this immensely helpful. Staff have adopted a buddy system to support children when their key person is not on site or available. This means there is always someone special children may turn to when they are unsure of themselves. Children make secure emotional attachments to staff, settle quickly, and gain confidence to explore their new environment.

Staff use routine activities to encourage children to learn to do as much as possible for themselves, such as taking off and replacing their shoes and finding their own hats. As a result, children demonstrate high levels of independence as they move freely to select favourite toys, request drinks and choose whether to play indoors or outdoors. Children also show that they are developing excellent hygiene routines, as they independently wash their hands after using the toilet, before eating and after messy play, and they place used tissues in a bin.

The nursery's cook provides children with healthy snacks and meals which are

nutritionally balanced across the day and varied across the weeks and take account of any specific dietary needs and allergies. Staff use the occasions exceptionally well to support children to develop independence and self-help skills. Children learn to cut up fruit and vegetables, or spread their own food at snack time. Older children also learn to help tidy and clear up, to wash and to stack dirty dishes, gaining independence in skills relative to their ages. All staff preparing food receive training in hygienic food preparation so that children's health is protected.

Staff deploy themselves and supervise children extremely well across the whole environment so that children move freely between the indoors and outdoors safely. Adults organise themselves well so a member of staff is always on hand to support children's care needs, including nappy changing and toileting.

Children's behaviour is excellent because staff have consistent, well-targeted expectations of them and are polite, calm, role models. In the woodland area, for example, staff nurture teamwork as children build a large tepee together out of branches. Staff find amicable ways of resolving conflict when it occurs; using sand timers to give the children time to think about their actions and to reflect or take a turn when needing to share. Staff also use a variety of visual reminders with the children to promote and reinforce positive behaviours such as smiley faces, traffic lights, as well as using stampers and stickers. Staff also read stories to the children based on the moral of the rule to increase their understanding. As a result, older children learn to take on responsibility and staff help them to express themselves as they teach younger children, how to play games and keep score, for example.

Staff supervise children closely as they learn to take risks and challenge themselves on the large climbing equipment and they support children to use tools, such as scissors, correctly. As a result, children learn to manage their personal safety. This helps them to develop confidence and independence in their ventures beyond the setting and it prepares them for the next step in their learning, which is normally, starting school.

There are excellent arrangements in place to support children in starting school. Staff prepare packs of information with children for them to give to their new teachers. These include summaries of children's learning and development and progress towards early learning goals, but also information about children's likes and dislikes, to promote continuity in their learning.

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

Leadership and management of the setting are excellent. The manager knows her staff are her biggest asset and invests in them as well as valuing their suggestions for improvements across the setting. Consequently, she nurtures, encourages, and guides her team towards higher levels of training and qualifications. She has created a trusting professional environment in which staff share ideas and learn from each other and from outside professionals. Staff talk with pride about the work they do and their role in

helping children achieve. The team are exceptionally well qualified, committed, able, and enthusiastic. As a result, education programmes are dynamic, built around the children's needs and interests, and successfully challenge children to higher levels of learning.

Rigorous health and safety, and safeguarding procedures help to ensure safe premises for children of all ages. Visits from local fire and police services provide excellent opportunities for staff to teach children how to help keep themselves safe. Regular evacuation drills make more sense to children and they learn to respond appropriately. Thorough risk assessments of all areas of the setting and planned outings help to reduce risk of harm. Tight systems are in place to administer emergency care and prescribed medicines; record any accidents or injuries; and keep records of children's attendance. Staff regularly review all documentation for any trends in risks or injuries in order to minimise or address them. All staff are exceptionally well trained in safeguarding policies and procedures and know when and how to contact the Local Safeguarding Children Board. The manager has robust policies and procedures in place for recruitment, vetting, induction, supervision, and performance management. These procedures help to ensure staff's continuing suitability to work with young children. Staff regularly update their training in child protection, paediatric first aid and food hygiene. This helps to keep them alert so they may respond to any situation promptly and effectively.

The senior managers evaluate all aspects of their work, seek high quality guidance from outside agencies, and support networks. Their online tracking system helps by providing clear overviews of progress made by individual children, groups of children and how staff engage with children's learning. With parental approval, staff share records with childminders and joint placements. This unites all those involved with the children's learning and development. Excellent preparation and partnerships with local schools helps all children make smooth moves to new schools, which gives children the best possible start in their future 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	EY473794
Local authority	Hampshire
Inspection number	950025
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	110
Name of provider	Little 1 Nursery Ltd
Date of previous inspection	not applicable
Telephone number	02380273898

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

