

# Little Troopers Day Nursery

13 Stanley Road, OXFORD, OX4 1QY

<b>Inspection date</b>	08/07/2014
Previous inspection date	10/03/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The management team show a strong commitment to continuous improvement.
- Staff make children's safety their highest priority. They have a thorough understanding of their role in protecting and supporting the children in their care.
- Children make good progress in all areas of learning as they explore the stimulating and exciting learning environment.
- Parents speak highly of the care their children receive and of the activities provided and of the progress their children are making in their development.
- The quality of teaching is good as staff assess children's progress continually, and uses this information to inform planning. They carry out regular observations of children and evaluate them to plan effectively for children's next steps for learning.

### It is not yet outstanding because

- Occasionally, during group activities, some preschool children do not fully consolidate new ideas because the content does not always fully reinforce these at a suitable level for all children.

## 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 held discussions with the nursery managers, staff and children.
- The inspector observed a range of activities in all children's play areas.
- The inspector spoke to and took account of the views of some parents.
- The inspector completed a joint observation with the manager.

- The inspector reviewed paperwork which included children's records and samples of their work, samples of planning; policy's and risk assessments and self improvement documents.

## Inspector

Victoria Weir

## Full report

### Information about the setting

Little Troopers Day Nursery is owned by a private provider and registered in 2006. The nursery operates over three floors in a semi-detached house in the centre of Oxford and the intake of children is from the local area. There is an enclosed rear garden for outdoor play. The nursery opens on weekdays all year from 8.30am to 5.30pm. Children between the ages of 12 months and eight years attend. There are currently 53 children on roll in the early years age range. The nursery supports a number of children who are bilingual. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early years education to children aged, three and four years. The nursery employs eight members of staff. Of these, seven have suitable childcare qualifications which include an early years teacher and a staff member with an early years degree. Some members of staff are currently working towards higher qualifications. A chef is also employed. 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:

- enhance the good quality teaching so that all children who are learning new ideas can consolidate their learning, for example, by reducing the number of children in group activities.

### Inspection judgements

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

Staff establish children's base line starting points through information obtained from parents and through well-established settling-in sessions. Staff carry out detailed observations of the children as they play and children have good opportunities to participate in individually planned activities, which the staff team plan weekly. Staff are flexible in their approach to the planning and are especially aware of children's emerging and changing needs. As a result, planned next steps for children are meaningful and relevant. Parents meet with key staff to discuss their child's development and learning regularly. They help staff complete the progress check at age two years and a transition report for children who are going to school. This results in children making good progress, given their starting points, and prepares them for their future.

The quality of teaching is good across all age groups in the nursery. They provide a wide range of activities and experiences that spark children's curiosity and encourage them to explore, using their imagination and thinking skills. For example, themed role play boxes support children to explore different roles, and build on their interests. Quality collections

of small world animals support children to explore their world and stories. The youngest children receive good support to develop their personal, communication and physical skills. They quickly gain mobility and demonstrate their enjoyment and confidence in their play. Attentive staff repeat similar sounding words so toddlers succeed in their efforts to build up the range of their spoken language. The dedicated staff working with two-year-old children focus on helping them to acquire the skills and capacity to develop and learn effectively. For example, staff thoughtfully provide a range of natural sensory objects which children transport, sequence and hide in their play. Children are encouraged to express their preferences with key words and explore boundaries in their play. Throughout the nursery, children have many opportunities to make choices and be independent. Staff teach pre-school children basic skills in literacy and mathematics which prepares them well for school. Children easily recognise their names and count as they play. Staff teach children about sounds and letters through a planned phonics programme. Since the last inspection, mathematics is effectively embedded in many of the daily activities on offer and children enjoy learning about numbers and shapes. Children are excited as they develop early story telling skills through recreating and composing their own stories.

Throughout the nursery, staff challenge children to think and test their ideas through trial and error. For example, babies explore how to make lights flash in balls as they bounce them, older children self correct themselves as they work out how many cups they need to put out for lunch. Adult-focused activities generally engage children and support their learning well. Older children benefit from circle time in each session where they share and consolidate their ideas and experiences, plan their play, and develop their attention skills. However, occasionally during group activities children are not fully supported to consolidate new ideas and understanding. This is because the group size, although within ratios, means the content is not always fully meeting all children's individual needs.

Children's communication and language is well supported. New vocabulary is skilfully introduced, such as 'honeycomb' and 'ocean' and signs and gestures are used to help children with communication. Young children eagerly join staff in spontaneous singing of songs and rhymes. Staff extend children's listening and encourage them to respond to questions which extend their conversations, For example, children sequence their morning activities as they recall how their day started at home. Children with English as an additional language are effectively supported. For example, keywords for individual children are collected and displayed in both English and the home language. Children hear stories in their home languages read by their parents on small voice recorders. All this helps them settle quickly. Staff make the most of opportunities during children's play to support early mathematical language and concepts. For example, staff talk about 'full' and encourage children to find the biggest brick and to count the animals. Mark making opportunities are well promoted in all the rooms and outside in many areas of play. For example, the youngest children chalk on a chalkboard and older children use paintbrushes to make marks in water, and preschool children use name cards to write their names on their pictures. Children enjoy their time at the nursery and develop positive attitudes towards learning which helps support them in their future learning.

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

The staff's care practices help children to feel emotionally secure, and to be physically, mentally and emotionally healthy. Children make smooth transitions from home and between rooms in the small, friendly nursery. Staff implement a well-planned individualised settling-in process, giving new parents ample time to share information about their children and to discuss any concerns. Children benefit from the close relationships that key persons develop with them and their families. Staff show a strong interest in children, listening attentively to them and swiftly meeting their personal needs. This approach enables younger and newer children to feel happy, safe and secure. It helps to give them the confidence to explore the spacious rooms and the outdoor environment. Staff teach consistent expectations across the nursery so children behave well following clear rules. Younger children learn to share resources, for example when exploring attractive shakers staff have made. Older children cooperate and care for their environment, for example, children enthusiastically put toys away and sing during tidy time. Pre-school children form strong friendships, take care of each other and learn to negotiate, for example, when choosing toys and roles in the home corner.

Preschool group times are kept to a minimum to avoid disruption to children's play. There is an appropriate routine in place for all children which maximises opportunities for self-initiated play. Staff plan each unit of the nursery so that children have choice of activities and can find what they want to use during free play times. This means children move around the play spaces, choosing many natural and good quality resources from labelled low-level storage. This helps them control their learning and build their confidence. Children benefit as they play outdoors each day in a well resourced garden area, and explore their local community on regular visits out.

Staff change children's nappies regularly so that they are comfortable and children are well supported as they begin toilet training. Children know why they must wash their hands before they eat, and most children do this without prompting. During meal times, children develop a good understanding of foods that are healthy to eat. Children are encouraged to be independent by helping to lay the table, pouring their own drinks, managing their cutlery and by choosing and serving their own vegetables at lunch time. The children and staff sit together to eat and talk with each other making these a relaxed and sociable occasions. Children take pride as they grow some of the vegetables which are used in their meals.

All staff have first aid knowledge and are aware of how to care for children who are unwell or hurt. Children learn how to keep safe from discussions with staff. For example, children remind each other to hold the banister as they climb stairs, and staff explain why only one person can slide down the slide at a time. Overall children are emotionally well equipped for their next stage in learning.

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

Since the last inspection, the management have taken swift, effective action, reviewed practice and are very committed to improvement. There is a strong partnership with the local early year's network and consultants in place. As a result all staff now have a good understanding of the Early Years Foundation Stage framework. The safeguarding and welfare requirements are clearly understood by the management team and policies and procedures have recently been reviewed and updated. The premises are very secure and only staff can let visitors and families in and out. The identity of all visitors is routinely checked and they are asked to sign a visitors' record. Good, clear risk assessments have been completed by staff in all areas of the setting both inside and outside. These are regularly reviewed by the management team, which helps to ensure a safe environment for children and staff. For example, senior members of staff monitor children arriving and leaving through the front door. Staff suitability checks are carried out for all staff and there are robust recruitment and selection procedures in place. Children are safeguarded well as staff are vigilant and ensure that children play in a safe and secure environment. All staff have attended safeguarding training and have a good awareness of how they would respond if they had concerns over a child's care. Consequently, children are effectively protected.

The manager observes staff, as they work, to monitor their performance. Staff are offered professional support to develop their practice. The new system of planning and assessment ensures children's needs and next steps are accurately identified to ensure their progress. A formal system for staff appraisal is in place. Staff meetings are held regularly by the management team, which enable staff to share ideas and reflect on the day-to-day provision. All this ensures that the quality of teaching is sustained. The manager monitors the educational programme and procedures are in place to track children's development effectively to make sure that any gaps in their progress are recognised early. This is so help can be obtained from other professionals in order to continue to further promote children's development. The manager and staff use self-evaluation and action plans to ensure that the nursery's strengths and areas for improvement are identified and addressed. Parents and staff are consulted on a regular basis to ensure their views are included and used to inform future developments. This helps to ensure all staff are checked with regard to their experience, qualifications and suitability to care for children

The nursery is welcoming, bright and well organised. Staff provide children with a varied range of good quality, stimulating and fun resources, which support their play and learning. The welcoming staff establish good partnerships with parents who speak highly of the care and support provided for their children. Parents are encouraged to be involved in their children's learning and they feel confident to approach staff, for example, to ask about how they can encourage their children to be more social. Parents comment that children with English as an additional language are now speaking English well. The provider shares information with other settings that children attend and local schools which children will attend. The management link with the local community network of early year's providers ensures the setting is responsive to the needs of the community. For example, the setting is working to provide more places for two year olds. Partnerships with other professionals are developed to support children with additional needs.

### **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

<b>Unique reference number</b>	EY340742
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	966284
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Little Troopers Day Nursery Ltd
<b>Date of previous inspection</b>	10/03/2014
<b>Telephone number</b>	01865 793 322

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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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