

# Little Leprechauns Day Nurseries Ltd

19 Broad Pavement, CHESTERFIELD, Derbyshire, S40 1RP

<b>Inspection date</b>	04/08/2014
Previous inspection date	13/02/2009

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

- The quality of teaching is good and practitioners have a sound understanding of how to promote children's learning and development. Consequently, children are gaining a good range of skills across all areas.
- Children form secure emotional attachments with their key person because practitioners provide a nurturing environment where children feel cared for. As a result, children feel secure, safe and eager to learn.
- Partnerships with parents are effective, which means there is a continuity of learning between the nursery and home. This contributes to the good progress children make.
- The manager and practitioners have a good understanding of their roles and responsibilities to successfully promote children's well-being and keep them safe and protected.

### It is not yet outstanding because

- On occasions, the preparation and organisation of activities is not of the highest quality and so children's achievements are not always maximised.
- Direct observations, by the manager on practitioners' teaching practice, are not always carried out in a sharply focused way, to ensure that the quality of teaching by all practitioners is consistently exemplary.

## 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 spoke with the manager, deputy manager, children and practitioners at appropriate times throughout the inspection.
- The inspector observed activities in the three playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments, and the settings self-evaluation.
- The inspector looked at children's assessment records.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent surveys.

## Inspector

Sadie Corbett

## Full report

### Information about the setting

Little Leprechauns Day Nursery Limited was registered in July 2005 on The Early Years register and both the compulsory and voluntary parts of the Childcare Register. It is situated in Chesterfield town centre and provides full day care for 28 children from birth to five years. There are currently 51 children on roll, all of whom are in the early years age group and children attend for a variety of sessions throughout the week. The nursery is open every weekday from 7.30am to 6pm, all year round, including bank holidays. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities. Playrooms for children over two years are on the ground floor and for children under two years the playroom is located on the first floor and is accessed by stairs. A total of 10 practitioners work directly with children, eight of these have a relevant early years qualification at level three. The manager has achieved the Early Years Professional Status qualification.

### What the setting needs to do to improve further

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

- review the preparation and organisation of activities so that, on every occasion, it is of high quality, to fully exploit the opportunities for children's learning
- enhance the manager's direct observations of teaching practice, so that they are sharply focused to ensure improvement is always highly targeted on the quality of practitioner's teaching practice.

### Inspection judgements

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

Teaching is effective and practitioners have a secure understanding of how to support children's learning and development. They use their knowledge and information gathered from parents, to identify specific starting points for each child. Regular observations are recorded to establish how each child is developing and to determine their next steps in learning. Practitioners observe children regularly and carry out consistent assessments, including the progress check for children between the age of two and three years. Therefore, each child's development and progress through the Early Years Foundation Stage is monitored, to ensure they are making good progress towards the early learning goals. Furthermore, children with special educational needs and/or disabilities are supported well by caring practitioners who understand their individual needs and plan appropriate intervention to meet their specific needs.

Skilled practitioners keep children engaged and focused. For example, children sit and

listen attentively during circle time as they discuss the date, month, season and weather. Open questions direct children to describe the weather outside being sunny and they talk further about why this makes them feel hot. Children are encouraged to develop early number skills, as they use mathematical language and problem solving to count, with practitioners posing the question 'what is one more than three?' This is then reinforced further by using number recognition to find the number four. Children enjoy sharing their favourite books and singing songs with practitioners and their friends, which helps to promote their early literacy skills. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning and their move onto school. Practitioners use children's interests to develop a theme that supports their learning across all areas. For example, children enjoy learning about people who help us. An imaginative area of a fire station has been developed, which has then been extended into other activities, such as painting models of fire engines, water play with hoses and storytelling about visiting a fire station. However, on occasions some activities are not prepared and organised effectively enough to enable children to achieve the planned purpose to a consistently excellent standard. For example, children enthused about a dough activity but, while some used their imagination well, others took more time to engage because the practitioner had not initially set out tools and accessories for children to use to extend the activity.

Good relationships are built with parents to ensure they are involved in their children's learning from the start. Parents' evenings are carried out twice a year and parents are able to view their child's learning story and assessment file whilst having discussions with the child's key person. Parents are provided with opportunities to add any comments to their children's learning story, but most prefer the informal conversations that they have with practitioners, which give both parties continuous updates. A monthly breakfast club provides parents the opportunity to stay and play, which has further enhanced the settings partnership with parents. This shared approach to children's learning and development successfully contributes to the good progress children make and provides a continuity of learning between the nursery and home.

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

The role of the key person is implemented effectively into the nursery; ensuring children's care is tailored to their individual needs. Practitioners greet children and welcome them into the setting, which supports them to feel cared for. A nurturing environment is created in which children are fully supported by consistent routines. Practitioners work closely with children and their parents to build warm relationships. Therefore, the move between home and the nursery is supported well and children form strong emotional bonds with their key person and other members of the team. Due to this consistent practice, children's emotional well-being is secure and they adapt quickly to the nursery environment and daily routines. As a result, children are happy to attend, form new friendships and confidently separate from their parents on arrival.

Children's behaviour is good as practitioners share consistent expectations and are good role models. Children enthusiastically take on responsibility, such as tidying away their toys

before lunchtime. This is because practitioners regularly praise their efforts, which promotes their self-esteem and self-confidence. Children are encouraged to wash their hands before mealtimes and after going to the toilet, demonstrating their self-care skills. Mealtimes are sociable occasions and everyday tasks reflect those that children will experience in school and support their growing independence. For example, children are nominated to help set the table for lunch. They put out plates and cutlery for their friends and pour their own drinks from jugs. They work cooperatively together while each child self-selects and serves their own meal. Practitioners are present to support with these tasks and sit with children at the lunch tables, which further promotes children's social skills.

Practitioners support children's emerging understanding of the importance of healthy lifestyles. For example, in discussions about the weather they discuss why water is needed to keep their bodies healthy. Children enjoy daily fresh air. Outdoor facilities are good, with well-equipped areas for children to explore and learn. This positively benefits children's physical development and well-being. Outdoors, children also learn to take sensible risks and keep themselves safe, as they access the climbing apparatus and utilise the mud kitchen. Practitioners use opportunities to promote safety through all areas of provision. For example, a story about visiting a fire station prompted a discussion about why it is important for fire fighters to wear helmets.

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

The manager and practitioners have a good understanding of their role and responsibilities concerning safeguarding children in their care. All practitioners attend relevant child protection training as part of a core induction training programme and know the action to take if they have any concerns about a child. Safeguarding policies and procedures are embedded and include any action to be taken in the event of an allegation made against a practitioner. In addition, appropriate procedures are in place for the use of mobile telephones and cameras in the nursery, to protect children from any possible misuse. Clear procedures are in place to minimise risks and hazards within the environment. For example, daily risk assessments are conducted on areas used by children. The security of children is maintained by a password protected secure door.

The manager and her team have a good understanding of the Early Years Foundation Stage and their responsibilities to promote the learning and development of all children. The manager supports practitioners' practice through regular team meetings, supervisions and appraisals. Practitioners are encouraged to consider their own training needs and where they feel they may require extra support to improve their own professional development. Development plans are put in place in order to help staff to move forward. For example, early signing has been identified as a training need, to further support children with speech and language difficulties. The manager, with support from the owner, takes overall responsibility for overseeing the educational programmes, to ensure that they are implemented effectively. She also monitors and evaluates children's learning assessments and carries out tracking to identify trends and areas of improvement to

further enhance children's learning. She carries out daily observations within the rooms. However, observations are not always highly targeted, sharply focused observations of teaching practice that concentrate on practitioners consistently delivering outstanding teaching. The nursery is lead by a dedicated manager and a very stable, well-established team of practitioners who are all passionate about their roles. The team are focused on ensuring the setting provides high quality learning experiences for all children. There is a continuous focus on driving improvements forward and this is supported by links with the Early Years Improvement Officer from the Local Authority.

Parents' views are also valued and these are sought using parent questionnaires and verbal feedback. This keeps them fully involved in any changes to the environment or service they receive. Good positive relationships have been established with parents and they speak very highly of all practitioners. They describe practitioners as a main strength of the setting, describing them as 'wonderful' and 'having many qualities'. They also state that they value how they always keep them informed of their children's development and learning. The nursery has also established good links with external providers, such as the local Sure Start Children's Centre. Staff work closely with external providers to provide, for example, additional support and continuity for the funded two-year-old children.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY308969
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	861974
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Little Leprechauns Day Nurseries Limited
<b>Date of previous inspection</b>	13/02/2009
<b>Telephone number</b>	01246 208746

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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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