

Little Boots

Pottery Farm, Whitney, Ilminster, TA19 0SJ

Inspection date

Previous inspection date

19/08/2014

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	1
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 an exceptional knowledge of how to keep children safe. Their understanding of their responsibilities is acute. Risk assessments and teaching children to manage their own risks consistently support this learning and make the provision an extremely safe place to learn and develop.
- The quality of teaching is excellent and staff interact with children with knowledge of what they can do and subsequently stimulate their learning further. As a result, children are fascinated, stimulated and curious. They are well prepared for school.
- Partnerships with parents are strong. Staff welcome suggestions and encourage parents to make suggestions that will support the provision.
- Leadership and management are effective and practitioners evaluate and constantly improve the provision so that children receive improved learning experiences.

It is not yet outstanding because

- On some occasions, adult-led group times are too long for some children's age and stage of development and consequently they lose focus.
- Although there are planned activities to celebrate festivals and traditions, and stories that reflect disability, there is scope to enhance more of an understanding of cultural differences and disability in society.

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 the children at play both inside and outside and invited the manager to conduct a joint observation.
- The inspector sampled paperwork including risk assessments, policies, procedures, staff and children's files.
- The inspector interviewed the manager and discussed the provision at appropriate times with staff during the inspection.
- The inspector discussed the provision with parents and looked at evidence from completed questionnaires.
- The inspector checked the suitability and qualifications of staff working with the children.

Inspector

Shirelle Norris

Full report

Information about the setting

Little Boots Day nursery was registered in 2014. It is situated in the village of Whitney, near Ilminster in Somerset. The nursery is a converted dairy parlour consisting of a large playroom with separate toilet and kitchen facilities. Children also have access to a secure outside play area.

The nursery opens Monday to Friday from 8 am until 6 pm, all year round, except for a week at Christmas and Bank Holidays. There is also a before- and after-school club at the setting. There are 13 children on roll in the early years age range. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are four members of staff. Three hold childcare qualifications and all have first aid training.

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 quality teaching so that younger children are not inactive for too long in adult-led activities, to maintain the interest of all children consistently
- enhance the multicultural resources and images of difference in society to broaden children's understanding and acceptance.

Inspection judgements

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

The staff have a good understanding of how children learn and develop. Their teaching is thoughtful and the attention to support children's individual needs is genuine and strong. Staff are skilful in pursuing a child's specific interest and stimulating their learning. These methods of teaching are effective and children make strong overall progress in all areas of their learning and development. The organisation of this begins with detailed information gained during the settling-in period, where staff observe and liaise with parents to ascertain children's starting points. The sharing of information is continuous and current. This means that children have continuity in their learning and are happy, stimulated and keen to learn. As a result, they are well prepared for school. Regular observations, photographs and discussions establish how children are progressing and determine their next steps of learning. Staff share development summaries and tracking documents regularly with parents, to make sure that children are progressing towards the early learning goals. Staff make good use of the Every Child a Talker guidance to support children's speech and language development. The knowledgeable staff complete detailed developmental checks for two-year-old children. These checks reassure parents that their

child is making good progress in their learning and ensure that early intervention can happen if necessary. Parents' contributions are welcomed. Staff ask parents to provide information about children's achievements at home, to share successes and inform planning. The setting recognises the importance of everyone's involvement, to support learning and development.

Staff consistently present children with open-ended questions, and this encourages children to become active learners. Children are willing to 'have a go' and solve problems for themselves because of this positive attitude to teaching. Staff instinctively follow children's interests to extend their learning. For example, when children choose to draw, staff who are supporting the activity are quick to introduce concepts from other areas of learning, such as mathematics. They emphasise, for example, the colours and shapes and encourage children to count them, repeating the words to younger children to make sure there is every chance to learn. During story time, staff pursue the interest that children show. They make comments and ask questions that engage children's curiosity and imagination so that children focus and attend and are keen to communicate their ideas. Staff ask children what they can see in the pictures and ask them 'What do you think will happen next?', and children respond with enthusiasm. Staff foster children's language and literacy development further with daily activities that focus on rhyme, listening and sound, which lays good foundations for future learning in school. There are opportunities to promote early writing skills in many areas of the provision and children can independently access these. Staff plan activities that teach children about everyday life. For example, children write letters and put them in envelopes; they stick stamps on them and then walk to the post box to post them. Throughout the process, there is consistent teaching and learning and, consequently, children are excited, happy and stimulated. When children come together for registration, they learn about days of the week and months of the year and they talk about home life. Staff teach children to listen to each other and they value children's contributions as they share their news with pride. This boosts children's confidence and self-esteem. Sometimes, however, younger children lose focus at the end of the session and find it difficult to maintain concentration and stay still for the whole of this activity.

Doors to the outside are open at all times and children wander inside and out, accessing the many resources to support their learning. Physical development is enhanced through daily walks and the nursery has an abundance of safe areas and space available for children to explore. This means they can challenge themselves and take risks that help them grow in confidence. Staff engage in relaxed conversations with children as they play, to help children to make connections in their learning and deepen their understanding of the world. For example, as children build walls with pretend bricks in the outdoor area, staff invite them to talk about building work that is happening at home, and children respond with pride and confidence as they relish this recognition of home life.

Staff are good role models as they dance, sing, and encourage the children to participate in music and movement sessions. This gives children opportunities to coordinate their bodies and develop physically; it also allows them to express themselves without inhibition and they laugh as they join in. Children learn about technology by using remote control vehicles and laptops, and as they use the portable CD player to select their music. This gives children an insight into setting up equipment, following instructions and using

electrical or battery-operated resources.

Staff routinely use sign language and visual aids. This shows how thoughtful and careful they are to engage all children and be inclusive, and means that children learn about different ways to communicate. Staff know how to support children with additional needs and where to find help for children if it is needed. Children have opportunities to learn about different religions and cultures as staff help them to acknowledge various festivals and explore some resources. However, there is scope to extend the resources and visual images that represent diversity, in order to reflect the wider community.

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

Staff form genuine, very warm bonds with children at the setting. These excellent relationships mean that children are happy and relaxed, and they thrive in this vibrant, exciting environment. Priority is given to settling children into the nursery and helping them to understand the routine and structure of a session. Children attend play sessions, with or without parents, to familiarise themselves with the setting and the staff. This process is steady and carried out to suit individual needs. The staff recognise that all children settle at a different pace and the support given is versatile and centred on the particular family needs. Starting point information about each child's specific interests, preferences and routines make sure that staff can fully support induction. The key person takes complete responsibility to build relationships with parent and child. They share developmental milestones to celebrate achievement and exchange daily communication to ensure vital information is shared. Staff place a strong emphasis on teaching children to manage their own risks and grow in confidence. For example, during activities they routinely ask, 'Do you think it is safe?' They instinctively refer to other areas of safety and make sure that they explain these safety measures to younger children simply, in a way that they can understand. Staff skilfully incorporate games that enhance understanding of safety, such as a game using pretend traffic lights. Children respond by making choices in the game that shows they are learning the concept of how to be safe.

Routine and structure are supported throughout a session through reminders to children about what is happening and when. Children use the timers to check when the next activity is happening and staff consistently remind them. This helps children to be actively involved in their day and understand the routine. As a result, children behave impeccably, using good manners and sharing with each other. Staff realise the importance of involving children in their learning and they devise rules together. Children's input is valued and they work together with staff to make a display to guide them. Because children are so involved in the process, they grow in confidence and understand the boundaries. The involvement empowers children and helps them to feel a sense of ownership at the setting.

Staff encourage independence superbly throughout the day. For example, the youngest children prepare for outdoor play independently, and they do this with pride. They find their shoes and coats and get themselves ready for the outdoor environment. Staff are skilful in standing back and encouraging children to do things for themselves. The

opportunity for children to feel proud is apparent in all aspects of their care. Vibrant displays of artwork and photographs of achievements are displayed at low levels for children and parents to celebrate. This boosts children's confidence and stimulates conversation about what they have participated in and what they have achieved. Well-organised resources that are clearly labelled support children in their curiosity and independent skills. This continually extends children's learning as they make informed decisions about their play.

Strong partnerships with parents and other professionals mean that consistency of care is offered to all children who attend. Staff demonstrate an excellent understanding of meeting children's individual needs and keeping them safe from harm. Medical and dietary needs are taken into account and attention to detail for each child's entry points ensure individual needs are a high priority. All staff hold valid first aid certificates and any recorded accidents are shared with parents. Children take part in regular emergency evacuation procedures that teaches them what to do in the event of an incident. The manager monitors this process to ensure it remains suitable and children are safe. Fire extinguishers, blankets, socket covers and safety precautions are visible throughout the setting.

Staff foster children's independence wholeheartedly. Their health and well-being is continually nurtured through activities like growing vegetables and herbs. The learning is extended when children collect the eggs from the chicken hut and then talk about where food comes from. These conversations are cleverly revisited at lunchtime and staff consistently teach the benefits of a healthy diet. Children respond by repeating what the staff have taught them. Staff remind children to drink water regularly throughout the session. Likewise, children are encouraged to manage their own personal needs. They use the toilet independently and wash their hands routinely. Staff talk to children about the importance of having clean hands to prevent the spread of infection. Staff liaise with parents about the stage of development and personal care, which means there is superb continuity between home and the nursery, to support children to progress and become independent. Staff adhere to a strict code of practice with their hygiene procedures. They are good role models and this helps children understand the importance of cleanliness.

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

The manager and her staff have a secure understanding of their role and responsibilities with regard to safeguarding children in their care and protecting them from harm. They are completely aware of where to seek support and the appropriate action to take should they have cause for concern. There is also a comprehensive understanding of what to do in the event of an allegation against a member of staff. All required checks are completed to help ensure staff are safe and suitable to work with children.

Comprehensive policies and procedures shared with parents and staff reflect the ethos and standards of the setting. They are detailed and thorough. Staff are qualified and show a positive attitude to continue their professional development. This is highlighted in

appraisals and plans for future development. The manager has created a commendable system to monitor the educational programmes and ensure that all children are given the support they need to succeed. This means that children make good progress towards the Early Years Foundation Stage development goals. The deputy manager has a keen interest in supporting children with additional needs and has completed the relevant training to support this.

Recruitment procedures are robust and regular appraisals and discussions make sure that staff are supported in their role. From recruitment stages to successful employment, the manager provides a supporting, nurturing system to enable staff to become more proficient in their role. Peer observations are planned for the future, as the nursery becomes more established. Effective partnerships with the local authority and outside agencies mean that the staff receive additional guidance and opportunities to enhance their knowledge. They welcome the input of local settings and visit these to exchange ideas and build connections to complement the provision. These links mean that staff are aware of support systems that can be accessed in the event of special educational needs and/or disability support.

The setting is spacious and risk assessments are thorough to ensure the provision is an extremely inclusive and safe environment for children to learn and develop. The manager has completed fire-safety training, and equipment for use in the event of an emergency is regularly maintained and checked. Staff are outstanding in their outlook with regard to safety and they carry out rigorous daily checks alongside more in-depth scrutiny of the provision. Good levels of security within the setting and outdoors are maintained with locks and fences. Visitors are checked for proof of identity and sign in to verify their presence. Consequently children remain safe.

The drive for improvement is an important aspect of the running of the setting. The staff work together to assess the provision and develop the nursery. There is an extremely positive attitude to constantly improving the provision. Daily evaluations show that staff genuinely consider the best way to provide opportunities for children to thrive. They discuss strengths and weaknesses and make adaptations when necessary.

Parents are delighted with the provision and staff welcome their suggestions and contributions to help improve the setting. Recent questionnaires resulted in parents requesting more daily information about their child's day. Consequently, the management has introduced communication books to share daily news and a board to display daily events. Parents are given the opportunity to look at children's developmental files and to contribute to them with home achievements. When children are approaching the time for them to start school, they take book bags home to share nursery learning. This helps to prepare the children for school and offers complete continuity for children. Communication with parents is good. Parents are invited to the setting regularly and they receive newsletters and share news on the website and a social networking site. Parents praise the nursery. They report that children are very keen to attend, and say, for example, that they feel lucky to have the provision and that 'staff are brilliant.'

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

Unique reference number	EY472571
Local authority	Somerset
Inspection number	957342
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	13
Name of provider	Cleo Wilson
Date of previous inspection	not applicable
Telephone number	07875363554

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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.

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.

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