

Little Ones Whipton

St Boniface Hall, Pinhoe Road, Exeter, Devon, EX4 8AF

Inspection date	01/09/2014
Previous inspection date	30/03/2011

The quality and standards of the early years provision	This inspection:	
	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

- Staff promote the safety of all children through regular monitoring and assessment of the suitability of the environment.
- Staff form strong relationships with parents, to enable their contribution towards children's learning. These partnerships securely promote children's individual needs.
- Children are happy and secure. They have good relationships with staff and each other.
- Staff support children well with the acquisition of language skills, which helps them to make good progress in their communication and language development.

It is not yet outstanding because

- Staff do not always successfully organise adult-led activities to ensure that children remain engaged throughout, for example, by preparing all required resources for children to select and use from the start.
- Children do not always have the opportunity to identify and compare shapes in their play and everyday activities, to enhance their understanding of mathematical concepts.

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 manager.
- The inspector observed children's play both indoors and outside.
- The inspector talked with some parents, children, staff and the nominated person.
- The inspector and manager completed a joint observation.
- The inspector sampled a range of documents.

Inspector

Sarah Madge

Full report

Information about the setting

Little Ones Whipton occupies a large church hall, which is situated in the Whipton area of Exeter. There are two separate children's areas within the room, one for pre-school children and toddlers, and the other for babies. There is also a bathroom, baby changing facilities and baby sleep room. The nursery has a kitchen where children's meals are cooked. Children have access to a large, securely fenced and equipped outdoor area. The nursery registered in 2001. There are currently 60 children on roll, all of whom are in the early years age range. The setting is in receipt of the early years funding for two, three and four-year-olds. The nursery is open Monday to Friday from 7.45am to 6.00pm, all year round, except for bank holidays and Christmas week. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Little Ones is run by a limited company that also manages five other nurseries in the Devon area. There are 11 staff employed at Whipton to work with children. All staff have appropriate early years qualifications. The nursery employs a cook. Staff currently care for children who have special educational needs and/or disabilities, and as English as an additional language. The nursery receives support from the local authority and belongs to a national day nursery organisation.

What the setting needs to do to improve further

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

- strengthen the organisation of group activities to further support the children's learning

- develop opportunities for children to learn about shape in everyday activities.

Inspection judgements

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

Children are actively involved in a good range of experiences that excite and challenge them. Staff make effective observations of children's participation in activities and their progress. They have a good understanding of children's next steps through effective assessment arrangements. For example, staff document children's time at the nursery well using home books for the youngest children, records of achievement and evidence books. The individual learning plans help staff to identify children's progress over time. Small group activities cover themes and children's individual next steps. This means that staff focus well on children's progress. However, at times the activities do not always engage all the children as well as they might. For example, occasionally the staff member leading the activity temporarily leaves the children to collect other required resources, rather than

delegating other staff to do this, meaning activities lose focus for short periods of time. Staff keep parents well-informed about their children's progress through meetings, daily discussions and the sharing of assessment records. Staff involve parents in children's learning from the start, so they provide information on children's interests, routines and prior learning and skills, so that staff can plan effectively. Staff use this information to create 'starting out' assessments to monitor children's development as they settle in. The required progress check for two-year-old children enables staff to identify any gaps in children's learning, to adapt their planning or to make appropriate referrals. Successful links with external agencies provide individual support to children with special educational needs and/or disabilities.

Children show good awareness of safety, carefully climbing on to and jumping off the ship in the garden. Staff use props well to encourage younger children's interest as they read stories, which engages them and helps to focus their attention. Toddlers and older children thoroughly enjoy using brushes in the water to make marks on the chalkboard. Staff participate in children's imaginative play, asking questions to encourage and extend children's thinking. They narrate and comment on children's movements so that they link their actions to words, helping them to make good progress in their communication skills. Staff ask questions and give children the time to respond, for example, asking children where the sun has gone when it becomes overcast. Children benefit greatly from these positive interactions with staff, which builds their confidence. Staff support children's communication skills through positive role modelling. For instance, staff purposely get down to children's level to ensure they can maintain eye contact with children during discussion, which helps them to learn appropriate social skills. They introduce children to new language, such as when exploring the texture of melon during snack time. Children copy and are encouraged to use mathematical language to compare size. However, staff miss the opportunity to extend the activity further by talking to them about the different shapes that they see. Children are keen to learn, demonstrating the skills they need for their future learning.

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

Staff work hard to ensure all children feel welcome and settle quickly into the nursery. Consequently, children develop warm and trusting relationships with staff and one another. Their emotional development benefits from these secure attachments. Children are confident in making their needs known, because they are sure of a friendly and caring response, for example, children inform staff of the need to use the toilet. Staff promote the wellbeing of children, praising them for their achievements and good behaviour. Children proudly undertake their special helper duties, which builds their self-esteem and supports them to become independent. They relish the opportunity to chop fruit during snack and are encouraged by staff to use cutlery at mealtimes. Children confidently move around the nursery, making their own choices from a good range of resources. Staff store play equipment at low level with written labels. This means that children can make independent choices in their play. Children show they feel safe and secure through their appropriate behaviour and growing social skills. For example, an older child helps a younger one to locate their coat peg. They understand what staff expect of them through

familiar routines and clear explanations. For instance, staff give children a five minute warning before the need to tidy up, which gives children some ownership of their play.

Staff deployment is effective to ensure child supervision is supportive, to promote children's welfare. They complete head counts when coming in from the garden to make sure all expected children are present. Successful risk assessments enable staff to monitor the suitability of the environment. Children are learning how to keep themselves safe as staff prompt them to consider the dangers around them, such as by asking them why they should not touch knives. Staff carry out regular fire drills with children, which helps children understand what to expect in an emergency situation. Children are learning about healthy lifestyles. Staff use mealtimes to promote healthy eating, such as providing nutritious home-cooked meals. Mealtimes are a social occasion as staff facilitate discussion at each table, and support them in developing good table manners. Staff know children's dietary and health needs, including any allergies, and provide appropriate meals to accommodate them. This enables staff to make sure they effectively promote children's welfare through suitable and nutritious foods. Children have good opportunities to enjoy fresh air, and exercise during the day when they play in the garden and join in with 'get up and go' activities. Children receive good preparation for their future move to school. In addition, there are strong links in place with local primary schools. For example, staff invite reception teachers into the nursery to meet the children, to help them feel more secure about the next stage of their learning.

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

Leadership and management of the nursery is strong and good systems monitor the educational programmes. The manager demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and her roles and responsibilities. As a result, safeguarding practice and policy procedures are effectively followed, and all staff are clear of the procedures to follow in the event of a child protection concern. Staff help to keep children safe through a good range of documentation, including accurate attendance records of children and visitors. Written policies and procedures underpin staff practice, which the nursery shares with parents to keep them involved and aware of staff practice. Robust recruitment and vetting systems ensure that staff are appropriately checked, which effectively promotes children's welfare.

The manager gives high priority to staff development, focused team meetings and regular supervision meetings. For example, staff are encouraged to attend additional training to enhance their knowledge and skills further. The manager highly respects and values staff contributions as part of the ongoing self-evaluation process. For example, the staff team plan to develop the outdoor play opportunities further, to better utilise the available space. This contributes to their good morale and how they work effectively as a team. The manager records a monthly action plan following team meetings, which document the areas for improvement and how they will implement them. This all demonstrates a commitment to drive improvement.

Staff are qualified and their effective teaching skills and knowledge mean that children progress well in their learning. An effective key-person system shares information well with the parents about their children's progress. Parents comment positively about how they feel fully informed and involved in children's learning through the nursery's good organisation. Staff share information effectively with other early years settings and establish good links with the local schools to support the children's transitions. This promotes a good sharing of information, continuity in children's learning and development, and supports the children's individual 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. 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	105878
Local authority	Devon
Inspection number	816887
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	60
Name of provider	Little Ones Childcare Ltd
Date of previous inspection	30/03/2011
Telephone number	01392 670111

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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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