

Little Shrimps Day Nursery

112 Thornton Road, MORECAMBE, Lancashire, LA4 5PJ

Inspection date

Previous inspection date

29/08/2014

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	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. Staff support children to develop early language and communication skills and support their physical, personal, social and emotional development. As a result, children make good progress given their starting points.
- An effective key-person system and a warm atmosphere ensure children settle well and form positive relationships with each other and with staff. Consequently, children feel safe and are motivated and enthusiastic learners.
- Strong partnerships with parents and other professionals mean that children's individual needs are well met. The nursery encourages parents to be involved in all aspects of their child's development and continue learning at home.
- Rigorous safeguarding procedures are effective. This ensures children's welfare is protected and children are kept safe from harm.
- There is a strong vision for the future. The management team work effectively to identify targets for improving outcomes for children.

It is not yet outstanding because

- Staff do not always extend children's emerging literacy skills because there are fewer stimulating resources in the outdoor learning environment.

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 children's play and activities both indoors and outside, including adult-led and child-initiated activities.
- The inspector conducted one joint observation with the manager.
- The inspector held a meeting with the owner and the manager of the nursery and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the nursery's evidence of self-evaluation and improvement plan.
- The inspector took account of parents' and carers' views spoken to during the inspection and from information included in the nursery's own parent survey.

Inspector

Emma McKeown

Full report

Information about the setting

Little Shrimps Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Morecambe area of Lancashire and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens Monday to Friday for 50 weeks of the year. It is closed for bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor environment to include opportunities for children to access print to build on their already good literacy skills.

Inspection judgements

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

Children make good progress at this stimulating and welcoming nursery because the quality of teaching is good. Children enjoy a wide variety of interesting activities and good use of the high-quality resources. Staff talk to children as they play, sensitively introducing new ideas and encouraging children to think critically. For example, staff talk to children about the fruit they are eating for snack. They encourage children to consider where apples grow and to discuss the different kinds of tree that can be seen in the garden. Staff are able to recognise spontaneous learning opportunities and extend them, so that children become fully engaged in their play. For example, children work together to build a train track. Staff encourage the children to describe how they created a circle shape. They promote further learning by challenging the children to change it to a square. This teaching strategy encourages children to think critically. It helps children to develop their personal, social and emotional skills as they learn to work together to solve a problem. Children are developing their communication and language skills as they take turns in conversation and share their ideas.

Children make good progress in their communication and language skills. This is because staff model effective use of language as they talk with children about their interests. For example, as children set out a tea party in the home corner, staff name the items as they

are pulled out of a bag. This helps to support all children, including those with English as additional language, to acquire skills for communication. The development of key skills in the personal, social and emotional aspects of children's learning are further supported as they confidently make choices. For example, children help themselves to chalks and slate boards to draw pictures and make early attempts to write their name. However, the rich indoor environment is not fully reflected outdoors. There is scope to further encourage children's emerging literacy skills by including print, such as words and numbers, in the outdoor play area. Children are very physically able and have a wide range of activities to develop these skills. For example, young children learn to climb up and down steps on the outdoor slide. Children practise skills in catching and throwing small balls and develop coordination as they scoop sand into buckets using spades. Consequently, children are ready to move on to the next stage of their learning, including school when the time comes. Support for children with special educational needs and/or disabilities is good as rigorous monitoring of children's progress leads to early identification of needs. As a result, children who have a lower starting point make good progress.

The effective key-person system means children are supported by staff who have a good understanding of child development and their role in supporting children's learning. Regular assessments of children's progress are accurate and identify next steps in learning. Effective evaluation of planning documents ensures staff plan appropriate and challenging activities to extend children's learning and development. Parents are provided with suggested ideas to further support their child's learning at home. This is supplemented with resources from the nursery which parents may borrow, such as story sacks. Rigorous tracking of children's progress highlights any gaps in their learning and additional support is sought from other professionals when appropriate. Consequently, all children, including those with special educational needs and/or disabilities and children who speak English as an additional language are effectively supported and develop the skills they need for future learning.

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

The effective key-person system ensures children feel safe and emotionally secure at the nursery from the very start. The flexible settling-in procedure ensures children's individual needs are well met. Staff gather detailed and useful information from parents about children's interests and needs. This helps staff to get to know the children very well, which in turn ensures children feel confident to explore and be active in their learning. Children have good opportunities to develop the skills they need for the future because staff support children to make independent choices and develop self-help skills. For example, children put on their own shoes and coats for outdoor play. Staff consistently praise children's efforts in doing things for themselves. This ensures children are motivated to continue to develop new skills. Children have daily opportunities to exercise as they play outside or walk to local attractions, such as the beach or library.

Children learn to keep themselves safe. For example, older children remind their younger friends to wait until the bottom of the slide is clear before they take their turn. Staff further support children's understanding of safe practices as they discuss the need to

wash hands after playing outside and before eating. Routine practices ensure children learn to manage their own hygiene needs. Older children use the bathroom independently and younger children are reminded to wash their hands. Children learn to socialise during snack and mealtimes as they sit together and choose from a selection of fruit. Staff sit with the children and talk about their likes and dislikes. Water is available throughout the day and milk is offered at snack time. A balanced and varied diet is provided through the home-cooked meals at the nursery. Children's dietary needs and the wishes of parents are respected at all times. Consequently, children's nutritional needs are very well met.

Children's behaviour is very good. This is because staff model positive behaviour and provide clear and consistent boundaries. Staff speak quietly and use positive language to address behaviour. Children are encouraged to be respectful and kind to each other. For example, children are encouraged to share brushes to sweep up the outdoor play area. Consequently, children are learning to make friends and build relationships.

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

The provider and manager have a clear understanding of their role and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All required policies and procedures are in place and reviewed regularly to ensure they continue to be relevant. Staff clearly understand their duty to protect children. They are fully aware of the reporting and recording procedures in respect of child protection. Rigorous recruitment and vetting procedures ensure that adults working with children are suitable to do so and that all children are cared for by experienced and qualified staff. Risk assessment procedures are robust and minimise the potential risk to children. Outings to local attractions are fully risk assessed before children are taken out on visits.

There is a strong commitment to self-evaluation and improving outcomes for children. Self-evaluation processes take into account the views of parents, children and staff. It is effective in identifying strengths as well as areas for development. Therefore, the nursery effectively identifies ways to improve outcomes for children. Staff observe, record and track children's achievements in accordance with their age and stage of development. Observations of children's learning are used by staff to develop plans and clearly identify children's next steps in learning. The manager monitors this process effectively to ensure children are progressing well towards the early learning goals. Peer-on-peer observations are used to promote good quality of teaching as staff effectively evaluate their practice.

Effective partnerships with parents contribute to a coordinated approach to children's care. Children are well prepared for the next stage in their learning and development because staff support them in moving between rooms and on to school. The nursery ensures families who speak English as an additional language are kept fully informed of their child's progress through the use of an interpreter when required. Effective partnerships with other professionals ensure that children with special educational needs and/or disabilities benefit from consistent, relevant and targeted support. Parents are highly complimentary of the support their children receive at the nursery and feel fully involved

in their continuing learning and development.

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	EY458832
Local authority	Lancashire
Inspection number	933670
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	19
Name of provider	Little Shrimps Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01524 411 885

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

