

# Littleworld Day Nursery

47 Weyhill Road, Andover, Hampshire, SP10 3AN

<b>Inspection date</b>	27/10/2014
Previous inspection date	09/12/2013

<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

- Effective leadership and management have brought about many improvements in the professional development of staff and, therefore, the outcomes for children.
- Staff are sensitive and help children form secure emotional attachments, providing a strong base for children's learning and emotional well-being.
- Staff provide tailored support for each child. Children make good progress given their starting points, including children learning English as an additional language.
- Staff forge strong relationships with parents and others involved in children's care and learning, which help them to meet children's individual needs successfully.

### It is not yet outstanding because

- On occasions, some staff in the Winnie the Pooh room do not ask questions highly effectively to promote fully children's communication skills.
- Children have fewer opportunities to see written letters and words in the outdoor 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.

## Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments, self-evaluation records, and policies and procedures.

## Inspector

Jacqueline Munden

## Full report

### Information about the setting

Littleworld Day Nursery is one of two nurseries owned and run by Littleworld Day Nurseries Limited. It opened in 1991 and registered with Ofsted in 2001. It operates from modular buildings close to the town centre of Andover, Hampshire. There are two enclosed outside areas available for children's play. The nursery opens weekdays from 8am until 6pm, all year round, with the exception of the Christmas period and a week in August. The nursery is registered on the Early Years Register and there are currently 81 children on roll. Children attend either on a full-time basis or for a variety of sessions during the week. The nursery supports children who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 21 members of staff including the manager. Of these, one holds early years professional status and all the others hold recognised qualifications at level 3 or above.

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

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

- raise teaching to a consistently very high quality by strengthening ways in which questions are asked of children in the Winnie the Pooh room to further promote their communication and language skills, and by increasing opportunities for children to see and recognise words and letters in the outdoor environment.

### Inspection judgements

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

Children develop good skills for the future and make continuous progress in their learning and development in relation to their starting points on entry. This is due to the good support they receive from staff who make accurate assessments of children's learning and development. They devise targeted plans of how to help each child make good progress. Parents are fully involved in the process along with any other professional involved in a child's care and learning, such as speech and language therapists. Staff provide lots of information about how to promote their child's learning at home. For example, how using a dummy can adversely affect a child's speech. Parents and children borrow books to take home and read together, which reinforces the value of reading and enhances children's early literacy skills.

The strong focus on increasing all children's language skills is evident throughout the nursery. As a result, children are interested and motivated to play and learn, and are confident speakers. All children, including those learning English as an additional language, are valued and included. Staff learn and use key words in children's home

languages which helps the children to settle. Babies beam with delight and wave back as staff wave to them saying, 'Olla', hello in Spanish, the home language of some children. Older children look at books in their home languages which makes them feel valued and included. Staff help children to quickly develop their use of English through lots of discussion and carefully planned language group sessions. They use sign language to aid communication with children who have communication difficulties.

Staff plan a good balance of adult-led and child-initiated activities in all nursery rooms. They have a good knowledge of how children learn and encourage them to engage fully in their chosen activities through purposeful interaction. As a result, staff meet children's developing needs well. In the Piglets room, where babies and toddlers are cared for, staff move about with the children, supporting them in their chosen activities effectively. For example, children develop strong leg muscles as they stand at the table playing with puzzles. They develop coordination as they grasp the large, easy-grip knobs of the puzzle pieces and concentrate hard as they carefully turn the piece so that it fits in to the tray. Staff name and make the sounds of animals on the puzzle pieces. They encourage children to repeat them, which supports children's language skills and increases their understanding. Children respond well to the staff, such as when they sing songs. They are captivated and join in with the actions.

Staff in the Tiggers room, where the two- to three-year-old children are, engage children well. They get involved fully with children's interests. For example, when children make birthday cakes with construction sets, staff encourage them to recall the events of their own birthdays. Children feel valued and are confident speakers as a result. Children benefit greatly from the varied and interesting activities the staff provide, such as going for a walk to collect leaves, stems of herbs, twigs and conkers. They later use what they have collected to apply paint to paper. This allows children to explore the natural environment and to use elements of it in their artwork. Staff talk to the children about what the different items look, feel and smell like which helps children to use and learn about their senses. Children experiment; tapping the end of a twig, they have dipped in paint on to the paper and then drag it across making lines. Children carefully place the conkers in a line. Staff skilfully take the opportunity to promote children's counting skills and encourage them to count each conker, pointing to each one in turn.

Children aged from three upwards are in the Winnie the Pooh room where plan activities that promote children's learning and encourage them take a lead role in their own learning. Staff explain that they are going to take the flesh out from the inside of an orange that they will later fill with jelly. Children cut off the top of the orange and set about scraping and scooping out the flesh using spoons and their fingers. Many show great determination, especially the boys, and persevere for a long time until they have succeeded. High levels of discussion between each other and with staff about what they are doing, means children are developing their language and communication skills. They describe their orange as looking like the sun and say for example, 'I've got out a big bit'. Staff quickly realise that the oranges are pierced as the children poke and dig inside them and will not hold the jelly. They recognise there is still great value in the activity and encourage children to continue to explore and experiment. Staff are able to stand back and allow children's limitless exploration, so they conclude activities for themselves and gain a sense of achievement. They ask children some questions to challenge their

thinking, such as, 'What will happen if we pour the liquid jelly into the orange now?' Not all staff use such useful questioning techniques, which means teaching is not of a consistently very high quality.

Later children make the jelly and discover that the jelly cubes get smaller as they dissolve in the hot water. Staff teach children about keeping safe very effectively as they explain that the water and steam coming from it, are hot. Consequently, children develop a good awareness of keeping safe. Children learn how things can change when they are heated and cooled. They show good levels of interest and engagement, which has a positive impact on their attitude to learning.

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

Staff recognise the importance of the role of the key person, who takes special responsibility for certain children. Babies are cared for by a small team of staff, which means they form a strong bond with the key person who sees to all of the child's personal needs. Staff have a good knowledge of the children's backgrounds, the professionals involved in their lives, and their specific needs. Key persons prepare children well for their move to the next room within the nursery. As a result, children display great confidence and are emotionally secure. Staff effectively support children to become independent, for example, as they help them to put their aprons on and manage their personal needs. Staff promote children's independence well at mealtimes which helps children to be ready for school. For example, older children serve themselves food and clear away their plates when they have finished.

Staff teach children about healthy lifestyles well as they talk about foods that are good for them. Children enjoy healthy and nutritious meals that are cooked on the premises. Good attention to hygiene practices is evident at all times and children's care needs are met well. Children benefit from regular fresh air and exercise in the gardens. Staff provide a rich and varied environment. They make sure children can choose from well-chosen play resources that support all areas of children's learning and development. They build muscles as they use climbing equipment and learn about caring for plants in the vegetable garden. Staff make sure that all areas of learning are promoted both indoors and outside. There are early writing materials outside for instance. There are fewer opportunities however, for children to see written words and letters in the outdoor environment to help them learn that words have meaning and to increase their early literacy skills. This is particularly important for those children who prefer to spend their time outdoors.

Staff are good role models, helping children to respect each other. They use consistent, effective and calm methods to help children understand their feelings, and learn how to control their emotions. Staff work with parents, sharing strategies, to ensure continuity between home and nursery to promote children's emotional well-being. This approach has a very positive effect on how children behave and results in positive learning outcomes. It helps them to form friendships and prepares them well for the move to school and for their future learning.

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

The Littleworld Day Nurseries organisation offers the manager and her staff team effective systems of support. All the previous actions and recommendations from the last inspection have been met. The manager shows great enthusiasm and a good understanding of the safeguarding and welfare requirements. Staff are deployed effectively to meet the needs of children. They are alert and supervise children closely to keep them safe. Robust vetting and recruitment procedures ensure all adults working with children are suitable. Staff are clear of the child-protection procedures to follow should they have a concern about a child's welfare. All staff undergo a thorough induction that informs them of their roles and responsibilities in helping to protect children. Rigorous risk assessments and effective security measures help to keep children safe and secure.

The manager and staff team have a good understanding of the learning and development requirements. The appointment of a new deputy after the last inspection has had a significant impact on the outcomes for children. She has taken the roll of overseeing the learning and development programme and monitoring of staff practice. The effective staff supervision systems help professional development and expertise. Management organises tailored training events for staff, such as about the cycle of observation, assessment and planning. As a result, staff are very motivated and are confident to support children effectively.

The manager uses the organisation's tracking system to regularly monitor and check that children's progress is moving forward. She fosters a routine of thinking about their practice with her staff team. The action plan shows the manager effectively prioritises areas for development and motivates staff well. Staff are encouraged to offer their thoughts and ideas which feed into specific plans for each room. All those involved in the nursery contribute to the self-evaluation process. Parents complete surveys and the manager welcomes the support of the local authority to help drive improvement effectively.

Staff develop strong partnerships with parents and carers who are encouraged to share information about their children's changing needs. Parents report they welcome the suggestions staff make of how they can further promote their child's learning at home. They feel the staff team helps children to settle quickly. They notice that their children are developing high levels of confidence. The nursery runs special events throughout the year that encourage the children's families to be involved. For example, grandparents were recently invited to a harvest festival event. This reinforces good partnership working which benefits children greatly. Staff forge good links with schools to which children will go, and with other settings children attend, to promote continuity in their learning and welfare. Staff work closely with outside agencies to support children with additional needs, which has a positive effect on children's well-being and learning.

## 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>	110169
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	962642
<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>	65
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Littleworld Day Nurseries Limited
<b>Date of previous inspection</b>	09/12/2013
<b>Telephone number</b>	01264 351833

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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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