

Little Uns Daycare

2 Sheaf Street, Daventry, NN11 4AB

Inspection date	31/10/2014
Previous inspection date	14/04/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children's emotional security is addressed well by staff. A gradual settling-in procedure is agreed with parents, and moves within the nursery and on to school are organised well. Relationships are positive.
- Babies and young children investigate and experiment with a range of different media through sensory exploration.
- Staff are aware of their responsibilities to supervise children and protect them from abuse and neglect.
- The provider and manager ensure that required documentation is maintained in good order.

It is not yet good because

- Some staff members do not use their own observations and assessment or information from parents to plan effectively for the next steps in children's learning.
- Staff do not fully promote the language development of children who speak English as an additional language with full effect, as they are not fully supported in using their home language in play and learning.
- Staff do not ensure that children's pretend play and literacy development is maximised. Role play resources are limited and there are few examples of signs and symbols displayed. Children are not always supported in writing their names on their art work.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities as children played in ground floor and first floor play areas and outside.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Jan Burnet

Full report

Information about the setting

Little Uns Daycare was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is privately owned and managed and operates from a converted three-storey listed building in the centre of Daventry, Northamptonshire. Children are cared for on the ground and first floors, and the second floor is not used for childcare purposes. There is an enclosed outdoor play area. The nursery opens all year round, Monday to Friday from 7am to 7pm. Children are able to attend for a variety of sessions. There are currently 85 children in the early years age group on roll. The nursery provides funded early education places for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 16 members of staff who work directly with the children and of these, 10 hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessments of children and information obtained from parents are consistently used effectively to monitor children's learning and development and plan activities that challenge them
- provide opportunities for all children who speak English as an additional language to develop and use their home language in play and learning.

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

- ensure that children's imaginative play is better supported by providing a range of role play resources that they can easily choose and select
- extend children's literacy development by, for example, encouraging children to write their names and by providing more signs and symbols in the play environment.

Inspection judgements

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

Staff have an adequate awareness of the Early Years Foundation Stage learning and development requirements. They record observations of children's achievements and use

guidance documents to assess and record their stage of development. Most staff then plan sufficiently for the next steps in children's learning across the seven areas of learning. Staff obtain some information linked to learning as well as care from parents during their child's induction and information on achievements is shared with parents. However, staff practice for using their own assessment and information from parents is inconsistent with regard to planning for children's learning. Consequently, this has an impact on the progress that some children are able to make. Staff support children sufficiently so that they develop skills in readiness for nursery class and school. They support children who have special educational needs or disabilities well so that they make as much progress as they can. Staff are aware of the requirement to provide parents with a progress check when children are between the age of two and three years and they complete this where necessary.

Children are settled and happy. Their independence is promoted satisfactorily by staff because they can choose and select appropriate toys for themselves from shelving units in playrooms. However, resources stored in home corner units in pre-school rooms are minimal and the only other role play resources currently available are small world toys. Consequently, children's imaginary play is not maximised. Most older children chat confidently to staff and to each other while they play. Staff generally support children's communication and language development appropriately, for example, they extend children's speaking skills by asking them open-ended questions. However, staff are not providing sufficient opportunities for all children who speak English as an additional language to develop and use their home language while they play.

Children enjoy looking at books and listening to stories. Staff teach children that print carries meaning because they show children the title of the story on the front cover of the book. They ensure that children can see the print and the pictures while they read. However, children's literacy development is not maximised. Older children demonstrate good pencil control while they colour-in Halloween pictures. When they have finished, staff write children's names on the pictures and do not consider asking children to do this for themselves. Consequently, opportunities for younger children to give meaning to the marks they make are not extended and older, more able children do not practise their writing skills in a meaningful way. Mark making and sensory play opportunities for babies are good. They explore gloop, which is corn flour mixed with water, and discover the textures of jelly, water, rice and pasta. They explore paint with their hands, and develop physical skills when they use brushes, rollers and printing pads. Young children competently use spoons to scoop up dry pasta and then fill small containers. These manipulative skills are also practised when they press buttons on interactive toys. Children are encouraged to count while they play and staff provide props to support children's learning while they sing songs, such as 'Five little ducks'. These props aid children in gaining an early awareness of calculation as well as helping them to learn to count items with one-to-one correspondence.

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

Children's emotional security is addressed well by key persons and relationships between staff and children are positive. A gradual settling-in period is agreed between key persons and parents in accordance with their child's needs. Staff take positive steps to ensure that children are emotionally prepared for changing rooms within the nursery and for moving on to the reception classes in local schools. For example, they link with reception class teachers. However, children's learning needs are not maximised by all staff in preparation for moving on because some staff do not plan for future learning with full effect. Not all staff are effectively using documentation provided by the manager for recording detail on individual children that includes observations, assessment and planning. Consequently, in their absence, other staff are not fully aware of some children's learning needs and so are not able to ensure that support for the child is fully appropriate. Strategies for managing children's behaviour are appropriate. Positive reinforcement is used in order to boost children's self-confidence. Staff support children so that they learn to share and take turns. Children's independence is promoted effectively with regard to managing their own self-care needs. The play environment in playrooms and outside is adequately resourced.

Staff create a welcoming environment for children and their parents. Information on their appropriate practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected sufficiently because staff encourage them to be physically active. They gain confidence and physical skills with use of suitable equipment for riding and climbing. Children's good health is protected because they are provided with healthy meals and snacks. Menus are drawn up with a focus on providing five portions of fruit, vegetables and salad each day. Fresh food is cooked daily and menus take account of children's dietary needs and preferences. Children's welfare is addressed satisfactorily because staff ensure that the environment is safe and secure. Children learn how to keep themselves safe. They learn why they must not climb on their wooden pirate ship when it is has been raining because it is too slippery. When they go out on walks, they learn how to cross the road safely and how to use the pedestrian crossing.

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

Staff are aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Security of the premises is addressed well and potential risks are minimised. Staff are aware of their responsibilities to protect children from abuse and neglect. The safeguarding policy is thorough and information on the Northamptonshire Safeguarding Children Board procedures is displayed. Procedures for staff recruitment, selection and induction are clear and vetting procedures for staff meet requirements. Health and hygiene routines are addressed well. A range of written policies and procedures include all required documents and information. These successfully reflect practice and are provided for parents. Required records are kept up to date.

The educational programmes are not monitored with full effect by the provider and manager, and consequently learning and development requirements are not fully met. In order to review and improve practice, advice is welcomed from local authority development workers. Actions raised at the time of the last inspection link to teaching,

planning activities to ensure that all children are challenged effectively, deployment of staff and use of resources. Progress has been made because some staff are using observation and assessment effectively to plan for learning to ensure that children in their group make good progress. However, this practice is not consistent across the whole team of staff. The manager identifies that her priority for improvement is to develop the monitoring process in order to improve the quality of teaching and ensure that practice is consistently good. Systems for supervision and appraisal are satisfactory. In order to address children's welfare needs the provider and manager ensure that staff keep their first-aid, food hygiene and safeguarding knowledge up to date. Staff identify that a 'Let them be two' training course has helped them to meet the needs of two-year-old children more effectively. Resources are suitably maintained and meet children's needs appropriately.

Parents spoken with at the time of inspection express very positive views on the provision with regard to communication systems and the positive relationships they have with staff. This ensures that staff and most parents work well together to meet children's different needs. Staff liaise with external agencies or services to ensure each child gets the support they need. Staff link with other early years providers to ensure continuity for children who also attend other settings.

The Childcare Register

The requirements for the compulsory 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	EY469453
Local authority	Northamptonshire
Inspection number	973199
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	85
Name of provider	Little Uns Day Care Limited
Date of previous inspection	14/04/2014
Telephone number	01327702714

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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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