

Little Waves Daycare

Green Gates Childrens Centre, Keilder Close, Redcar, Cleveland, TS10 4HS

Inspection date	24/11/2014
Previous inspection date	28/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good because the vast majority of practice is strong and staff are skilled in engaging children's interest and motivating them to learn. As a result, children make good progress in relation to their starting points.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. This means each child's needs are well met.
- Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children as well as the parents and build good relationships with them to help them to feel secure.

It is not yet outstanding because

- Staff are not always consistent in promoting children's awareness of how to use tools correctly and safely, such as scissors.
- Staff are not always consistent in adult-led activities in encouraging children to find their own ways of exploring and expressing ideas, to support their critical thinking skills with maximum effect.

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 had a tour of the premises and observed activities in the playrooms and outdoor areas.
- The inspector met with the management team, carried out a joint observation with the manager and deputy manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.

Inspector

Lynne Pope

Full report

Information about the setting

Little Waves Daycare opened in 2004 and is one of three provisions owned and run by a limited company. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Green Gates Children's Centre in Redcar. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for across four playrooms and have access to two enclosed outdoor play areas. There are currently 48 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 10 staff working directly with the children, all of whom have an appropriate early years qualification at level 2 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- establish staff's consistency in developing children's awareness of how to use tools correctly and safely, such as scissors
- establish consistency in adult-led group activities so that they are flexible and responsive to children's abilities, and develop children's independence in how they carry out the activity in order that they find their own ways of exploring and expressing their ideas.

Inspection judgements

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

Staff understand how to meet the learning and development requirements of the Early Years Foundation Stage and therefore, plan a good range of learning opportunities with the children's interests and development stage in mind. Consequently, children are engaged and motivated. The environment is well thought out and stimulating for babies and young children. A collection of good quality resources is displayed and meet the varying needs and interest of all children who attend. This demonstrates staff's commitment to creating a stimulating and welcoming environment. Children are observed when they start, so that staff gain an understanding of their starting points. This leads to planning that is individual for the child. Ongoing observations and accurate assessments are successfully completed by staff to identify the next steps in learning for individual children. Staff frequently update tracking information that plots the progress children

make against each of the areas of learning. The progress check for children aged between two and three years is completed and shared with parents. This ensures that early intervention services for children who might need additional support are engaged swiftly and effectively. As a result, children have the key skills needed for the next steps in their learning and ultimately school as they progress well towards the early learning goals.

Children make decisions for themselves and become independent, because they can help themselves to a range of easily accessible toys and resources. This means that children have time to become deeply involved in activities, which encourages them to persist in their learning. Teaching is good as staff promote children's communication skills in a variety of ways. They value children's non-verbal communications by showing them photographs of resources to help them choose what they would like to do. Staff name the resources, which helps children to learn how to pronounce the words. This is also very effective in developing language skills for children who speak English as an additional language. Staff develop a very good understanding of their key children and work closely with them to help them learn. They understand what children like to do, such as jigsaws, and interact closely, while allowing children to have a go at completing them for themselves. Verbal praise is given, which promotes children's self-esteem and well-being as they respond with a big smile. However, staff are not always consistent in supporting children during adult-led activities to do the activity how they want to do it. For example, resources are prepared ahead of a craft activity and children are expected to complete it in a certain order. This means opportunities for children to cut out resources for themselves as they identify what they would like in addition, are not followed up. Children develop a great appreciation for books. Staff support them as they choose to sit on the floor either on their own or in small groups. They fully involve the children as they look at the pictures together and talk about what they can see. Sounds are introduced as children make the sounds of the animals that they can see.

Parents are warmly welcomed by the approachable staff. Strong relationships have been developed that engage them in their children's development and learning in the nursery and at home. Parents receive lots of verbal feedback daily and have access to their children's learning journey at any time. Staff complete a summary of children's progress every three months for children under three years and every six months for older children. Parents' views are requested to ensure that children's future learning and developmental needs are agreed. This means that activities are well matched to children's needs and interests.

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

Children's emotional well-being is effectively promoted. A well-established key-person system ensures all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. New children are supported with settling-in visits where parents share information with their child's key person. For example, staff learn about children's likes, dislikes and favourite activities. Information gained contributes to initial assessments of their child's starting points and helps children to settle well. Children are well behaved and are supported by effective daily routines, consistent praise by staff

and by celebrating children's achievements. They are encouraged to build positive relationships with their peers and develop good social skills, as they are taught how to play well together, share and take turns. They learn about the boundaries that are set for appropriate behaviour and respond to staff's guidance. Staff encourage them to tidy up, so that they learn about being responsible for the resources that they use. Children demonstrate their growing awareness of safety issues as they say that the scissors are sharp when they use them. However, staff are not consistent in reminding children about how to hold them safely when using them or the consequences of walking round with them.

The nursery environment is welcoming and offers children opportunities to play in a number of well-equipped areas. The playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as comfortable, carpeted areas for activities, such as looking at a book. Children's physical development is positively promoted and they gain confidence as they move around the spacious outdoor environments. Different levels of resources are made available to help children learn how to move in a variety of ways. For example, children under three years step up and over different levels of crates, while older children balance along a beam and walk across a bridge. Children's good health is promoted very well through sensible routines and a commitment to a healthy lifestyle. Meals are freshly prepared on the premises by the cook and the menu shows that children have healthy choices. Staff support children to learn about healthy eating and to develop their independence skills. At snack time they talk about the different foods available and help children under three years to pour their own drinks. Lunch is served at the table and children are encouraged to make their own choices and serve themselves. Staff work closely with the local dental service and make the most of training opportunities, so that they learn how to promote children's dental care. Toothbrushes and paste are provided and children learn how to clean their teeth after each meal and the importance of why they need to do this.

Staff prepare the children for changes and movements through the nursery that supports their well-being. They go for short visits that build up to a time when their key person is satisfied they are ready to move permanently to another room. This enables children to meet and form attachments with their new key person, which supports a smooth move. Staff are aware of their responsibility to prepare children emotionally for their move to other settings or school. They talk to children about these changes and where possible take them with them when they go to collect older children. Staff appreciate the importance of encouraging children to take care of their own needs, such as, learning how to put on their own coats and shoes and use the bathroom independently in preparation for the move to school.

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

Staff have an effective knowledge of safeguarding practice and procedures. There are good reporting procedures in place and staff are aware of the authorities to contact should they be concerned about a child's welfare. The manager ensures she monitors staff's knowledge through ensuring that all staff attend in-house child protection training. Staff

supervise children well and consequently, children are suitably protected. For example, staff keep thorough records of accidents, medication administered and attendance records, which helps staff to protect children and to promote their welfare. There are effective processes for selection and safe recruitment of new staff. The management team ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the nursery. Staff are supported through inductions, appraisals, staff meetings and supervision sessions. This gives the manager and staff the opportunity to discuss individual staff's progress, their key children's development and to reflect and set targets for the following year. All staff hold childcare qualifications and they demonstrate a strong commitment towards their continuous professional development. For example, staff have attended several courses linked to the provision for two-year-olds. The manager ensures that staff are effectively deployed so that children are well supervised at all times. In addition, various risk assessments are completed that cover all aspects of the nursery and the resources. These are backed up by daily checks that ensure all the areas of the nursery are checked and hazards identified and minimised.

The management team works closely with staff to monitor and evaluate the educational programme. The deputy manager carries out a check on children's development records every six weeks. This is then discussed at the key persons next supervision meeting. Staff's opinions are sought through a questionnaire that covers how they feel their key children are making progress and any difficulties or support that is needed. This means immediate action can be taken to address any delays or gaps in children's development. There are good levels of self-evaluative practice in place that involves all staff. Each room has their own action plan folder, which staff keep up to date as they identify areas for development in their room and the action that they take to make any changes. The manager identifies actions across the whole nursery that need to be implemented to improve practice. Parents' and children's views are gained through questionnaires and any suggestions for improvement are taken on board and implemented. The recommendations raised at the last inspection have been implemented. For example, more information technology resources are more freely available for children to access. This shows that the management team and staff are able to continuously improve the nursery and, consequently, improve the care and learning for the children.

Partnerships with parents are well established. They are kept up to date with any changes and forthcoming events through regular newsletters. A policy is brought to parent's attention each month and displayed on the notice board. This helps to refresh parents on the nursery's procedures. Staff understand their responsibility to work closely with other professionals, as appropriate, to support any identified needs a child may have.

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	EY281723
Local authority	Redcar & Cleveland
Inspection number	856235
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	48
Name of provider	The Priory Day Nursery Limited
Date of previous inspection	28/03/2011
Telephone number	01642 490014

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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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