

Little Jack Horner's Day Nursery

Egginton Road, Etwall, Derby, Derbyshire, DE65 6NQ

Inspection date	16/12/2014
Previous inspection date	06/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 as staff support children's learning well, through a combination of planned activities and the provision of a stimulating learning environment where children are able to explore and make choices in their play. As a result, children make good progress.
- Children's safety and well-being are well promoted as staff have a good understanding of safeguarding procedures and how to protect children from harm. This is underpinned through the implementation of robust policies and procedures.
- Leadership and management are good. Managers effectively evaluate the provision, taking account of the views of parents, children and staff. This informs decision making, in order to continually improve the service for children and families.
- Parents express high levels of satisfaction with the staff and the quality of care that their children receive. They contribute information about their child's care routines and are regularly updated about their children's progress. Consequently, partnerships are effective.

It is not yet outstanding because

- Opportunities to strengthen and increase the information provided to parents, to help them better support their child's learning at home, are not fully maximised.
- Observations of staff practice are not yet embedded in order to fully support the development of staff's teaching.

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 activities in the four playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and the manager of the nursery and spoke with staff and children during the inspection.
- The inspector looked at children's assessment records, the planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Little Jack Horner's Day Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Dove View Ltd in the Etwall area of Derbyshire, and is managed by the limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from two single-storey buildings and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 51 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen the existing good partnerships with parents to better support them in guiding their children's learning at home by, for example, sharing ideas for activities
- build further on the good quality of teaching by, for example, introducing a programme of peer observations, to focus more specifically on the sharing of good practice.

Inspection judgements

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

Children experience a wealth of interesting and challenging activities that actively promote their learning and development. Staff plan and provide a good balance of adult-led and child-initiated activities within the well-planned and stimulating environment. This enables the children to extend their play and learning and fully explore a wide range of resources. Staff regularly observe and assess children's progress, enabling them to provide activities and resources which support children's next steps in learning. The quality of teaching throughout the nursery is very good. For example, staff plan an activity to develop older children's understanding of shape and colour. They provide baskets of varied and interesting items of a particular colour, encouraging the children to identify objects which are a specific shape or colour. This promotes lots of conversation about shape, and staff encourage the children to describe the items and what they are used for, extending their thinking skills and vocabulary further. Staff also ask them to look around the room to identify similar shaped objects, enhancing the children's observation skills. Staff appreciate that the children are at different stages of development and use different levels of

questioning, to enable all children to learn effectively. This results in children being highly motivated learners who make very good progress in all areas of their learning.

Staff encourage children of all ages to develop their mathematical skills as they use lots of opportunities to count with them throughout the sessions. For example, in the under two's room, staff count the number of beads that children have joined together. This prompts the children to imitate this, as they copy staff pointing at each bead as they count along. Literacy skills are equally well supported indoors and outdoors. For example, children have resources available to encourage them to develop their skills in making marks and early writing. Staff identify and encourage those children who show a particular interest in letters and reading. For example, when children identify the individual letters of the words in the books they are looking at, staff encourage them to sound out the letters and to name the word. This demonstrates that staff are aware of children's developing skills and are responsive in extending their learning further. Children are encouraged to recognise their name on their coat pegs and on name cards for self-registration on arrival. Staff develop children's language and communication skills very well. They extend their vocabulary and encourage them to develop their thinking skills through asking open-ended questions. As a result, children are very well prepared for the next stage in learning, such as school.

Each child has their own learning journal, which includes observations and assessments of their progress. Parents can view these at any time and staff share a summary of children's progress at regular times during the year. Parents report that they are very happy with the progress that their children have made, particularly in areas such as confidence and social skills with others. Parents contribute initial information regarding their child's learning and development on entry and this is used by staff to complete initial assessments and to support children to settle into the nursery. Staff also complete the required progress check for children between the ages of two and three years, where appropriate. Parents are invited into the nursery for annual sports days and concerts at Christmas. They receive regular information through newsletters and notice boards. Each week, children take home a red book, which shares information about the current topics that they have been exploring in nursery with the staff. However, this good partnership working does not fully extend to consistently supporting parents to guide their children's learning. This is because, for example, staff do not always suggest ideas for activities that parents can take part in with their children at home.

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

Children are very happy and confident in this welcoming nursery. This is because of the well-established key-person system in place, which enables staff and children to develop positive relationships during their settling-in sessions. The nursery provides settling-in visits over a number of weeks, which enables the length of time that children stay to be gradually increased, supporting their emotional well-being extremely well. Staff liaise closely with parents during these initial visits to gather detailed information with regard to their child's individual needs and care routines. This means that staff can ensure that each child's unique needs continue to be met when the child starts to attend. Staff give children reassuring smiles, lots of positive praise and provide comfort when they need this. As a

result, children feel safe and secure and develop a sense of belonging. Children's emotional well-being is equally well supported when the time comes for them to move on to school. This is because staff liaise with the children's teachers through inviting them to meet the children in the nursery. They also share a summary of children's progress in all areas of learning, supporting their continuity of learning. This means that children get to know their teachers beforehand and teachers can prepare to support their progress from their first day in school.

Children are provided with healthy snacks, which they serve themselves. Staff encouraging them to try everything on offer and help children to pour their own drinks. These opportunities, alongside attending to their own toileting and hygiene needs and putting on their own coats for outdoor play, encourage them to develop their growing independence skills. This supports them well for their move to school when the time comes. Healthy meals are freshly cooked on the premises each day and individual dietary needs are accommodated. Snack and meal times are sociable occasions as children talk and chat happily with staff. Good social skills are reinforced with children, through gentle reminders to use cutlery appropriately and to use good manners, such as 'please' and 'thank you'. Staff are good role models as they are consistent and encourage children to follow instructions, constantly praising children for their participation and effort. An understanding of the importance of hygiene is fostered through staff, ensuring that children wash their hands after using the bathroom, before meals and after messy play. It is evident that because children have daily opportunities to manage these skills for themselves, they learn to complete these tasks competently, enhancing their sense of achievement.

The playrooms and outdoor environment are well organised and support children to choose toys and equipment for themselves. This enhances their confidence as they are in control of making choices about what they would like to play with. This also has a very positive impact upon their behaviour, as the wide range of resources and opportunities available means that there is always something new to explore. Staff are very good role models to the children, demonstrating calm behaviour and positive attitudes to one another. As a result, children learn how to behave appropriately with one another. Children have daily outdoor play opportunities where they can develop their physical skills. This also enables them to challenge their abilities, through the use of climbing and balancing equipment. These opportunities enable children to learn to manage their own well-being as they learn to use equipment and resources safely. Staff play games with the children, such as football or quoits, which develop their large physical skills and hand-and-eye coordination. The nursery is situated in open countryside and staff make good use of this to take the children on walks, looking at the animals and exploring the local environment.

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

The nursery has made good progress since the last inspection. The management team and staff have been highly proactive in working with local authority officers to address the actions and recommendation raised. These include improvements to the planning, the

quality of teaching, assessments of children's progress and enhancement of the learning environment to enable children to make choices in their play. As a result, the children's learning and well-being are now much more secure. The management team have a good understanding of their roles and responsibilities in ensuring that the nursery meets the requirements of the Early Years Foundation Stage. Children's safety is promoted well through a wide range of policies and procedures, risk assessments and safety measures, implemented by staff and monitored by management. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified, and staff are confident regarding the action they should take. Safe recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a thorough induction process is carried out, supporting new staff to settle into the nursery and enabling them to fully understand their roles and responsibilities. An appropriate number of staff have first-aid training, in order to manage any medical emergencies. All of these measures in place mean that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from regular one-to-one sessions with the manager, which are used to identify support, highlight training and meet their development needs. The manager carries out informal observations of staff when they are engaged in play and planned activities with the children. This provides some opportunities for staff to reflect upon their own practice and to gain constructive feedback on how to develop their skills further. However, managers have not fully considered all opportunities for staff to share good practice and therefore improve on the good quality of teaching overall. For example, through peer observation. Staff receive mandatory training in safeguarding, food hygiene and first aid, and attend additional courses provided by the local authority or external training providers, when these are available. The staff work well as a team and support one another to reflect on their practice in order to provide good-quality learning opportunities for the children. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents are welcome to share feedback verbally, or through the use of suggestion boxes and annual questionnaires. The staff team has ongoing improvement plans and they work well together to achieve identified developments. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision and outcomes for the children. Systems are in place to monitor children's progress through regular tracking. This means that staff are able to identify those who are making good progress and where there are any gaps in learning, enabling them to address these swiftly.

Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. Daily written or verbal information is shared with parents. This keeps parents up to date with how their child's care needs have been met, new skills or interests that have been observed and specific activities their child has participated in. This two-way sharing of information helps to keep everyone informed and up to date about the children's individual needs. The nursery has developed positive links with local schools, to strengthen the moving-on process between nursery and the next stage in children's learning. This also supports continuity of care and learning for each child. Staff have worked with other professionals, such as speech and language therapists, in the past

and are happy to engage with other agencies, where appropriate, to support the achievement of good outcomes for individual children. Parents are complimentary about the range of opportunities their children experience and the benefits to their children's learning and development. They express high levels of satisfaction regarding the welcoming staff and environment and the happiness of their children to attend.

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
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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	EY305986
Local authority	Derbyshire
Inspection number	962793
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	51
Name of provider	Dove View Limited
Date of previous inspection	06/01/2014
Telephone number	01283 734030

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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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