

Little Nutkins

1a Cherry Orchard, HENLEY-IN-ARDEN, West Midlands, B95 5JW

Inspection date	03/12/2014
Previous inspection date	13/12/2013

The quality and standards of the early years provision	This inspection:	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding practices do not ensure children's welfare is fully maintained at all times. For example, in the toddler room children are exposed to potential risk of burns from the heat of the radiator when they lean against them as they read or during nap time.
- Risk assessment is ineffective and has failed to identify and minimise risks to children's safety. For example, in the baby room the risks associated with an obstructed fire exit door have not been considered and the fire-evacuation plan is weak.
- Children growing independence is not consistently promoted during everyday activities, such as being involved in the preparation of snack and serving themselves at lunchtime, in particular in the pre-school.
- Strategies to engage parents in their children's learning at home are not highly effective. As a result, children's learning is not enhanced so that they are best supported to make rapid progress.

It has the following strengths

- Children have easy access to a wide range of equipment and resources in order to make independent decisions in their play.
- Teaching for children in the pre-school room is good because practice is commonly based on a secure knowledge and understanding of what children can achieve and how their learning can be supported. As a result, children are interested and keen learners who are acquiring the necessary skills to support their future learning.

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 was given a tour of all the areas that children have access to in the nursery.
- The inspector observed teaching and learning activities in all the rooms and the outdoor area.
- The inspector carried joint observations with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at evidence of staff suitability, qualifications of staff working in the setting and a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rupinder Phullar

Full report

Information about the setting

Little Nutkins opened under its current owners in September 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Henley-in-Arden, Warwickshire. The nursery serves the local area and surrounding areas, and operates from a single-storey building. There are three base rooms and additional play spaces, and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round, except during public holidays. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 41 children on roll; 21 of whom are in the early years age group. The nursery employs five members of staff, of whom one has a degree in early years, one has a foundation degree in early years, two have level 3 qualifications and one has an appropriate level 2. The nursery has support from the local authority.

What the setting needs to do to improve further

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

- take steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency by ensuring the fire exit in the baby room is not obstructed
- ensure that risk assessments and daily safety checks eliminate risks and hazards to protect children's safety and welfare by ensuring that in the toddler room, children are not exposed to potential risk of burns from the heat of the radiator when they lean against them as they read or during nap time.

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

- strengthen children's growing independence to do things for themselves, such as being involved in the preparation of food at snack time and serving themselves to food at lunchtime, in particular in the preschool
- develop more highly successful partnerships with parents, for example, by encouraging parents to participate in a more effective shared and common approach to supporting their child's learning at home.

Inspection judgements

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

Children are happy and content in the nursery. All staff are qualified and have an understanding of how to support children's learning and development through play. Staff are attentive to their needs and interact well with the children. Staff have created an organised, enabling learning environment, which provides children with a range of play and learning opportunities. Children are encouraged to make independent choices about their play. This helps promote their active learning and keeps them occupied and interested. Staff's planning incorporates all areas of learning with activities that foster child-initiated learning. This contributes towards children making good progress in their learning and development in relation to their starting points. Staff liaise with parents to gain appropriate information about children's individual abilities when children first start. Thereafter, they observe, assess and monitor the children's achievements. Parents are informed about their child's care and development when they come to collect their child. They are able to view their child's learning journal records at any time, and key staff invite parents to attend formal meetings to discuss their child's achievements in more detail. However, staff recognise that strategies to fully promote parental involvement in their children's learning at home are not fully effective. As a result, not all parents are made aware of how to further support their children's learning at home.

Teaching is generally good across the nursery. Babies are cared for in a calm and relaxing atmosphere. Staff understand their needs and interact well to encourage them to take part in activities. Babies are learning to move with confidence as they push toys around the room and pull themselves up onto furniture. They are developing their language skills, as they hear popular songs and listen to words repeated sensitively by staff. They explore and investigate different textures as they pass materials from one hand to the other, beginning to make sense of the world around them. For example, babies enjoy playing with play dough as they begin to explore different smells and textures. Staff are sensitive to children's needs, know their characters, and interact well as they are at their level and constantly talk to the babies. As a result, babies are beginning to develop their speaking and listening skills. Children in the pre-school room embrace their own learning. They have a good choice of resources that they can self-select and play with. Children are motivated because they explore and investigate as they play. For example, children use their concentration well as they carefully thread the bobbins. Staff praise them as the children have a go. Children use their language skills well and hold purposeful conversations with staff. They are introduced to new vocabulary and encouraged to think as they answer open-ended questions from staff. Through play, children are demonstrating skills that will support their future learning. They are cooperating with friends, thinking about what they are doing, and being effective, active learners.

All children enjoy playing outside. They run around and use sit-and-ride toys, negotiating the obstacles well as they move around the garden. Children become excited, as they go up the slides and staff remind them to 'be careful' as they come down. This helps them to understand the importance about keeping themselves safe as they play. Throughout the nursery children are developing literacy skills and an understanding, that books bring pleasure, as they sit and listen to stories. In the toddler room children enjoy activities, such as, storytelling. Staff introduce unfamiliar words in a narrative context, and use different voices and intonation to encourage children to join in. This helps children to listen with increasing attention and to develop their vocabulary. Pre-school children develop their literacy skills well, as they begin to write letters to their parents and

accurately write their names. Mathematical skills are taught well. Staff encourage children to count while they play and use mathematical language, such as, big and bigger as they build towers. Staff plan activities, such as, shape games, sorting objects by colour and size, and pre-school children are beginning to estimate length. For example, they decide how many bobbins can be threaded on the laces during a threading activity. Children therefore learn about numbers, shape, space and measurement and develop their small muscle skills while they play. Children have access to a wide range of tools, including pens, paintbrushes, scissors, glue sticks and play dough tools. They use these appropriately and staff provide guidance and support to help them learn how to use them carefully.

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

Children show by their words and actions that they feel safe and secure. However, this is a false sense of security because children's well-being and safety is compromised. This is because legal responsibilities are not met. Staff do not ensure that daily safety checks are robust enough, so that all reasonable steps are taken to eliminate risks to children's safety and welfare. For instance, in the quiet corner of the toddler room, staff have not considered the potential risk of children burning themselves when the radiator gets hot as this is accessible to children. Children use this area regularly for nap time and to read at leisure. In the baby room, the fire exit is obstructed with a fixed stair gate and the fire evacuation plan is weak. This means that the fire exit does not allow for children or staff to leave the building swiftly during a fire or an emergency. Consequently, the children's safety and well-being is compromised.

Staff caring for babies in particular are warm and adopt a gentle, caring and nurturing approach to help support their emotional well-being. Staff carefully follow the babies' individual routines and preferences as detailed by parents on their 'All about me' forms. For example, babies are laid to sleep in cots as requested by parents and others are gently rocked to sleep. Children form close attachments with their assigned key person, and familiar staff. For example, children happily engage with their key person as they chat about what has happened at home. Children are becoming familiar with moving from one room to another. This is because staff regularly come together from one room to another when the groups are smaller, in particular at the end of the day. Parents are involved in settling-in sessions that ensure children are provided with time and support to adjust to their new environment. This helps children settle and build relationships between the key person, children and parents.

Children benefit from an organised learning environment. They are able to access toys from low-level storage units and use a good selection of toys and activities are available to promote their development. Children are taught about the importance of leading a healthy lifestyle and have regular opportunity to spend time in the fresh air outside. Children are provided with a range of healthy and nutritious meals and snacks. Children help themselves to water throughout the day, which means they remain well hydrated and comfortable. Furthermore, children are taught and encouraged to make independent choices and therefore, develop a sense of control over their day and learning. Staff suitably encourage children to learn about looking after themselves and develop their

independence skills. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and to wash their hands after using the bathroom. These developing skills go some way towards preparing children for school. However, there is scope to develop children's independence skills further, such as being involved in the preparation of food at snack time and serving themselves to food at lunchtime, in particular in the pre-school. Staff are aware of the value of working in partnership with other professionals, to support children's well-being and progress.

Children understand about their own safety as they move around the nursery with care and know the boundaries and expectations of their behaviour. They behave well and respond to gentle reminders, such as sharing toys and sitting properly on the chairs at snack times. They are supported in learning to share and consider the needs of others as they follow the positive role models offered by the staff.

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

Leadership and management is weak. Suitable progress has been made to address previous actions relating to the learning and development requirements. However, the provider has not ensured that the risk assessments in the nursery are robust enough to ensure that children's welfare is fully assured. Children in the toddler room use the quiet corner regularly for activities during the day and at sleep time. However, the radiator in this area is switched on and hot to touch and not suitably covered. As a result, children are exposed to a potential risk of burns from the heat of the radiator when they lean against it as they read or during nap time. In addition, in the baby room, the fire exit door is obstructed with a fixed stair gate and the fire exit plan is weak. This means that, in case of fire or any other emergency, the exit route does not allow for children, staff and parents to leave the building swiftly. As a result, the safety of children, staff and others on the premises is compromised. The provider has not considered this as a risk in the nursery's risk assessment. All of this means that the nursery is in breach of legal requirements of the Early Years Foundation Stage and the Childcare Register. In other aspects, the provider and staff have a suitable understanding of the signs of possible abuse. They are knowledgeable about what to do in the event of a concern about a child, or if an allegation is made against a member of staff. Safeguarding information is displayed in the nursery. This acts as a useful guide for staff and parents, outlining the steps to take if they have concerns about the behaviour of any adult on the premises, or concerns about a child's welfare. The provider has implemented an appropriate recruitment and vetting procedure and all staff working with the children have suitable checks. For example, all staff have Disclosure and Barring Service checks, which means they are suitable to be working with children.

The provider monitors practice appropriately, through staff observations, informal supervision discussions and annual appraisals. The provider has identified training for staff to ensure that their practice meets the needs of children and improves their learning. All this has helped staff to improve some aspects of their practice and to increase confidence, which in turn helps to provide effective quality of teaching and learning experiences for the children. The provider and the staff team have welcomed support from the local

authority. As result, staff have improved the systems of observation and assessment of children's learning, to identify their next steps, and plan for individual children, taking into account the next steps in their learning. As a result, staff plan challenging and enjoyable experiences for children. Staff have started to track children's progress termly, which demonstrates that children are making good progress in their learning. They are aware of the progress check for children between the ages of two and three years, and have systems in place to complete these. This means gaps in children's learning and development are identified and addressed effectively. The provider and staff are keen to develop the nursery. They have completed the Ofsted self-evaluation and also worked closely with the local authority to reflect on the nursery's practice to identify priorities for improvement. For example, they have identified the need to develop continuous provision outdoors to ensure children indoor learning experiences are supported and extended in the outdoor environment.

The provider and staff team have developed relationships with parents and through discussion they demonstrate that they understand the benefits of working in partnership with them. Parents report positively about the caring and friendly staff. Parents are provided with the opportunity to see all of the nursery's policies and procedures that cover all relevant legislation, so that they are aware of the service that the nursery offers. Staff show a positive attitude to forming relationships with outside agencies to support children. They have made appropriate links with outside agencies, such as the local authority. The partnership with external agencies, such as health visitors, is developing and staff work with these agencies to meet the needs of individual children, to provide continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register).

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	EY454143
Local authority	Warwickshire
Inspection number	962548
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	41
Name of provider	Sophie Natalie Dewar
Date of previous inspection	13/12/2013
Telephone number	01564 898 187

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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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