

# Little Laura's Nursery

West Lavington School, Church Road, West Lavington, MIDHURST, West Sussex,  
GU29 0EH



## Inspection date

19 February 2015

Previous inspection date

1 July 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff observations of children do not support accurate assessment of their learning and development. This does not help staff to plan for children's individual needs effectively. In addition, some two year progress checks do not reliably indicate where additional early support may be needed.
- Arrangements to monitor the quality of teaching are not rigorous enough to highlight inconsistent practice.
- Staff do not fully understand how to support children with English as an additional language. They are not effective in promoting communication and language and do not explore ways to identify what these children know and can do.
- Staff do not always make effective use of information shared by parents to identify areas of learning and development.

### It has the following strengths

- Children have plenty of space to play and explore with a variety of resources inside and outside, which supports them in their physical development.
- Children are self-motivated in their independent routines, helping prepare for their next stage in learning, such as school.
- Practitioners are warm and caring. All children form secure attachments with them, which generally supports their well-being and self-confidence.

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

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

- make better use of assessment, including two year progress check, to accurately identify children's abilities and plan for their learning and development
- improve the teaching in communication and language for children learning English as an additional language.

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

- improve monitoring of staff practice and the quality of teaching to achieve a consistent approach to helping children make good progress
- improve partnership with parents to make better use of information shared about children's learning and development.

## **Inspection activities**

- The inspector observed children's play and staff interaction indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a range of other documentation, including policies and procedures to safeguard children's welfare.

## **Inspector**

Tara Naylor

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Practitioners provide a bright, stimulating and engaging environment. Children have access to a variety of toys and resources that engage them in their learning and development, indoors and outside. For example, children enjoy learning about the outside world as staff teach them how to feed the chickens. The key person system supports developing partnerships with parents. However, sharing of information with parents is not effectively used by all staff to support all children. Staff do not always take note of parent's comments or feedback when planning how to focus teaching. As a result, some children, including those who are learning English as an additional language, do not make the best possible progress in their learning and development. Children enjoy activities that teach them about the community beyond the nursery. For example, they learn about Chinese New Year and talk excitedly about trying Chinese food. Monitoring and tracking of children's progress is inconsistent, including the accuracy of the required progress checks for two-year-old children. While some staff use their observations and assessment of children's play to identify specific areas of development, others do not.

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

Children settle happily into the nursery. Staff use daily practices, such as meal times, effectively to support children in learning about self-care skills. For example, children prepare their fruit at snack times and staff teach them how to use a knife to spread butter on their oat cakes. This encourages children in building self-esteem and confidence in their own abilities. Children learn about being healthy through the provision of nutritious home-cooked foods. Staff help children to learn about playing safely. For example, they explain why it is important to walk when inside the nursery. Children practise fire evacuation routines so that they know what to do in an emergency. Staff have a good understanding of their responsibilities for safeguarding the welfare of children and know what to do if they have a concern about a child. Robust recruitment procedures ensure the suitability of staff to work with children. Staff are good role models. They talk to children about what is right and wrong and praise positive behaviour. As a result, children behave well in the nursery.

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

Leaders understand and implement the welfare requirements of the Early Years Foundation Stage well, although the quality of teaching and assessment is inconsistent. Staff implement policies and procedures that support children's health, safety and well-being. The leaders and staff use self-evaluation that identifies some areas of improvement. However, monitoring of staff is not strong enough and has not identified and addressed the weaknesses in teaching. As a result, some individual children, and groups of children, make adequate, rather than good progress in some areas.

## Setting details

<b>Unique reference number</b>	EY403628
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	831258
<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>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Laura Jane Attfield
<b>Date of previous inspection</b>	1 July 2010
<b>Telephone number</b>	01730814757

Little Laura's Nursery registered in 2010. It opens five days a week from 8am to 5.30pm. The nursery receives funding for the provision of free early education for children aged two, three and four. Of the six staff who work in the pre-school, five hold relevant qualifications equivalent to at least level 3 and one of these holds an early years degree.

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