

# The Littletons School Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY303869
<b>Inspection date</b>	10/09/2008
<b>Inspector</b>	Sally Wride / Saida Cummings
<b>Setting address</b>	The Littletons School, Farm Lane, South Littleton, Evesham, Worcestershire, WR11 8TL
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<b>Type of setting</b>	Childcare - Non-Domestic

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

The Littletons School Nursery opened in 2005. It operates from the early years unit at The Littletons School in the village of South Littleton. The setting serves the local area and has direct links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 24 children may attend the setting at any one time. There are currently 32 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 14 children receive funding for early years provision.

The setting currently supports children with learning difficulties and/or disabilities, and has procedures in place to support children who speak English as an additional language. The provision operates at ground floor level and is easily accessed.

The nursery opens Monday to Friday during school term times only. Sessions are from 08:50 until 11:50 and from 12:20 until 15:20. A lunch is available from 11:50 until 12:20. Children are able to attend for a variety of sessions.

The setting employs six members of child care staff. All of these hold appropriate early years qualifications. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Children's welfare is promoted with success in a safe and secure environment, with the exception of minor weaknesses. Children's learning and development is well promoted as they benefit from a wide range of interesting and purposeful planned activities and spontaneous play. Their individual needs are well known by staff, who offer inclusive practice to ensure that all children are able to participate at their own level. This is not, however, fully supported by planning, observation and assessment arrangements to identify their next steps of learning. Well detailed self-evaluation systems ensure that key strengths and priorities for future development are promptly identified and acted upon, resulting in a service that is responsive to the needs of all of its users.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop observation and assessment systems to ensure that children's individual learning and development needs are identified, ensuring this informs planning to help each child take the next step in their learning and development
- develop further the information shared with parents and carers to ensure that they are given more opportunities to be involved in their children's learning in a variety of ways and ensure that they are able to view their children's records at all times

- develop further opportunities for children to learn about the importance of leading a healthy lifestyle and the effect that this has on their bodies.

## **The leadership and management of the early years provision**

The provider and manager are strongly committed to the success of the provision and work very closely with the staff team. Children benefit greatly from the investment that has and continues to be made to ensure that staff are well qualified. Staff further develop their knowledge and skills through regular access to training. Experiences for children within the setting are enhanced through the effective systems in place to monitor and evaluate the provision, ensuring that the vast majority of improvements are identified and made where necessary. The provider encourages parents to share their views and to make suggestions for improvement to their practice, feeding these ideas into the development plan.

The staff work well with the parents and carers of children, liaising with them on a daily basis to ensure effective two-way flows of information. There are, however, some weaknesses with regard to how parents are encouraged to become involved in their children's learning. Relationships with teachers within the school, other providers of the EYFS and external agencies is a key strength of the setting. This contributes significantly to children's welfare, learning and development, as they receive any additional support that they need. As a result, children make good progress, given their age, ability and starting points. Children are well supervised at all times and benefit from being able to freely move between the indoor and outdoor areas as part of their day. All children are fully included within the life of the setting as staff encourage them all to participate at their own level.

Children's welfare is safeguarded through child protection policies and procedures which are well known by all staff. They have a clear understanding of the action that they should take in the event of a concern about a child in their care and of the known indicators of child abuse. Rigorous recruitment and vetting procedures are well implemented and ensure that those working with children are safe and suitable to do so. All policies and procedures are regularly reviewed to ensure that they reflect current good practice and professional advice, including the complaint procedure and recording system. Records are clearly written, up to date and stored with due consideration to confidentiality. Improvements have been made to ensure that they include all of the required information which ensures that staff are fully informed of children's individual needs and preferences and that parents are well informed.

## **The quality and standards of the early years provision**

Children's good health and well-being is well promoted due to staff's robust procedures for minimising the spread of infection and dealing with illness and accidents. Effective hygiene practices ensure that children wash their hands at appropriate times. Children are provided with many opportunities to take part in physical activity, both indoors and outside, for example, they participate in music and movement sessions dancing along to familiar songs. They enjoy healthy foods

at snack time and parents are provided with good quality information with regard to healthy lunchboxes. Staff do not, however, fully support children's understanding of the importance of leading a healthy lifestyle as they do not make use of everyday opportunities to raise their awareness. Staff's vigilance and detailed written risk assessments ensure that children are cared for in an environment where all perceived risks have been identified and minimised. Improvements have been made to ensure weaknesses in the safety and security of the outdoor area have been addressed. In addition, children are also well supervised and taught about keeping themselves safe as part of their everyday routine.

Children enjoy their time at the setting and make good progress towards the early learning goals. They are confident and self-assured and develop their independence as they explore their environment. They are able to self select from a stimulating and interesting range of good quality resources. They are happy and settled with caring staff and in the company of their peers. They play cooperatively as part of a group and also independently, using their growing communication skills well. They happily share and take turns and behave very well. Children are active learners, creative and think critically. For example, during outdoor play they experiment with how they can move water from the water tray to the floor. Staff support children very well, implementing ideas into their play to extend their thinking. Children have access to a range of resources which promote positive images of diversity. They engage in activities and events throughout the year which help them to gain an appreciation of the wider world, for example, Chinese New Year. Children have regular access to communication, information and technology equipment and engage in baking activities where they weigh and measure ingredients. They thoroughly enjoy imaginative role play, have easy access to writing resources for mark making and explore their natural environment and materials in their outdoor play area and during weekly Forest School sessions. Their learning and development is well promoted because staff have a good knowledge and understanding of their individual needs. This is not, however, always reflected in systems for observation, assessment and planning, leading to some weaknesses in the way that children's next steps of learning are identified and planned for. Observation and assessment records are not routinely available for parents to view and they receive limited information as to how they can extend their children's learning from home.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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