

Little Ones Honiton

The Nursery, St. Pauls Road, Honiton, Devon, EX14 1BR



Inspection date

26 May 2015

Previous inspection date

28 October 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The provider does not ensure that staff always plan challenging activities and resources for the younger children. This means that at times, staff do not stimulate and engage all children to help them make good progress.
- The provider does not ensure that all required documentation regarding parents' permission for staff to administer medication to children is available at all times, including during inspection.
- On occasion, some group times are not well organised to help extend all children's understanding. This is because staff do not fully consider children's different ages and individual stages of development, which means some children lose focus.
- Staff do not routinely provide information to parents regarding their children's achievements and next steps, so they can support ongoing learning at home.
- Staff do not consistently make sure children have rich learning experiences outside by providing a broader range of resources.

It has the following strengths

- Children are becoming confident communicators because staff use a positive range of teaching strategies, such as modelling clear and simple language, and asking questions that encourage children to consider and give more complex responses.
- Staff warmly welcome children as they arrive, which helps them feel welcome and build strong relationships. Consequently, children feel secure and enter the setting with confidence.
- The provider and staff safeguard children well. They have a secure knowledge of child protection procedures to promote children's welfare.

What the setting needs to do to improve further

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

- ensure that planned activities link closely with babies' individual next steps, to provide consistently challenging and stimulating experiences that help them make good progress
- ensure all records of parents' written consent for staff to administer medication are easily accessible and available to those who have a professional need to see them, including for inspection purposes.

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

- review the organisation and effectiveness of group activities, to ensure the content is relevant for the interests and developmental stages of all children
- develop partnerships with parents further to provide them with ongoing information regarding their children's achievements and next steps, to enable complementary learning at home
- develop the range of resources during outdoor play to cover all areas of learning, in particular, provide opportunities to promote children's imaginative play, exploration and problem solving skills.

Inspection activities

- The inspector observed children playing indoors and outdoors, and the toys and resources available for their play.
- The inspector sought the views of parents through discussion during the inspection.
- The inspector held discussions with staff, the manager and the nominated person, which included safeguarding practice, and planning and assessment arrangements.
- The inspector sampled some documentation, including policies and procedures, and records relating to the administration of medication.

Inspector

Sarah Madge

Inspection findings

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

Staff carry out routine assessments to monitor children's progress. Planned activities generally link well with children's next steps to provide enjoyable and engaging experiences. However, at times, staff do not take in to account babies' interests and stage of development to provide stimulating experiences. For example, they set out too few resources, which do not hold the babies' interest for long. Additionally, staff do not always organise some group activities for the more mobile children well enough to meet the needs of the younger children. For instance, they sometimes expect them to sit and listen for too long. Consequently, on occasion, younger children miss out on the learning opportunities and wander off to find other activities to occupy them. Staff support children to make marks using spaghetti to paint, which promotes coordination and early writing skills in readiness for school. Staff do not work effectively with parents so they can extend children's learning at home.

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

Children learn good social skills because staff are positive role models. Staff show respect for children, for example, by giving a warning before they need to tidy up. Staff use consistent strategies to help children make appropriate decisions and understand the boundaries. This means they form friendships and play well together. The environment is safe and welcoming. Staff deploy themselves appropriately to ensure children are well-supervised indoors and outside. However, the outdoor play area does not always offer resources to meet all areas of learning. For example, there were no resources to extend children's imaginative play, or develop their knowledge further of cause-and-effect. Staff promote health and safety practices with children so they learn emergency evacuation procedures and how to wash their hands.

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

The provider does not have a robust understanding of the requirements of the Early Years Foundation Stage. In addition to weaknesses in the planning for some children, she does not ensure that all documents are available for staff and inspection. This means she is unable to evidence that they are meeting requirements regarding obtaining all parents' written consent to administer medication. Effective supervision meetings support staff to build their skills and confidence. Staff use skills from training well to enhance their practice, such as helping children learn to manage their own feelings and behaviour. In the short time she has been in post, the new manager has begun to develop an action plan to address areas for improvement. For instance, she is currently enhancing links with other settings that children attend, to provide consistent learning experiences.

Setting details

Unique reference number	EY285276
Local authority	Devon
Inspection number	826864
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	61
Name of provider	Little Ones Childcare Ltd
Date of previous inspection	28 October 2008
Telephone number	01404 548181

Little Ones Honiton registered in 2005 and is one of six nurseries in the Little Ones Childcare chain. It operates from purpose-built premises situated in the St Michael's area of Honiton, Devon. The nursery accommodates all children in an open-plan room, which includes a dedicated baby area. It has an enclosed outside play area. The nursery opens five days a week throughout the year. It opens from 8am until 6pm daily and provides free early years education to two-, three- and four-year-old children. There are 10 members of staff employed to work directly with the children, nine of whom have relevant early years qualifications to at least a level 2 and two members of the management team hold a relevant degree. The setting also employs a cook.

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