

Inspection date	11 May 2017
Previous inspection date	28 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider understands the requirements of the early years foundation stage well. This has a positive impact on the overall effectiveness of the nursery.
- The dedicated staff team provides a nurturing environment that builds children's confidence. Children are very happy and keen to explore.
- Staff develop positive relationships with parents and other professionals to support children's welfare and learning.
- The quality of teaching is strong. Overall, checks for assessing and planning children's learning are effective. Staff recognise what children can do and identify any possible gaps in learning. All children make good progress from their starting points.
- Staff work closely with parents and the host school to identify areas for further improvement. For example, nursery staff attended school training for teaching letters and reading skills. This has had a positive effect on children's early literacy skills.
- Children behave well and are kind and considerate to each other. Staff are positive role models. They use frequent praise and gentle reminders so children know expectations.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children who prefer learning outdoors to be outside.
- Occasionally, staff do not make precise use of assessments to plan as effectively as possible for the next steps in children's learning.

What the setting needs to do to improve further

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

- review and extend opportunities for children's all-round learning, particularly for those children who prefer to learn outdoors
- support all staff to make precise use of assessments to plan even more opportunities to support children's individual next steps more fully.

Inspection activities

- The inspector observed staff interactions with children in play activities indoors and outdoors and looked at the available resources.
- The inspector held discussions with the provider, the headteacher of the host school, the acting manager, staff and children at appropriate times.
- The inspector held discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records and development records and talked to staff and children at appropriate times.
- The inspector checked evidence of the suitability and qualifications of staff.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider checks carefully that all members of staff are suitable for their roles. Staff attend child protection training and clearly know what to do if they have a concern about a child's welfare. Staff know how to keep children safe and use risk assessments efficiently to check play areas are safe. Staff use the new skills gained from professional development to support children's learning. For example, they have plans to improve the overall tracking system for monitoring the progress of different groups of children to improve outcomes. The committee and staff evaluate the nursery effectively and engage well with parents to obtain their views. Parents report that their children are 'very happy' at the nursery and that the 'communication from staff is excellent'.

Quality of teaching, learning and assessment is good

Staff help build children's speaking and listening skills well. They engage with children to support their learning and development in all areas of learning. For example, children play in the sand with toy dinosaurs and are excited as they find hidden coins that they collected. Staff introduce new words, counting and early sums to children as they play. Children talk together as they confidently use whiteboards and pens to draw pictures and copy words from a book. They ask each other to read and sing rhymes together. These activities build on children's developing social skills, raise their self-esteem and help to prepare children for the next stage in learning, such as starting school.

Personal development, behaviour and welfare are good

Staff know children and their families well. They identify children's individual needs closely and offer them timely support and reassurance. This helps to develop children's well-being. All children feel safe and secure. Staff develop children's personal, social and emotional skills well. They teach children good personal care routines and how to keep safe, such as when they use the computer or cut paper with scissors. Staff support children's awareness of healthy lifestyles effectively. For example, children talk about their healthy lunch boxes and know why their body needs water after exercise.

Outcomes for children are good

There are very good arrangements in place as children prepare to move on to school. For example, children learn to listen well in group situations as they visit the host school's library and Reception class. Children learn to contribute their views and to make decisions well. For example, they choose what they would like for snacks and what they want to play with. They learn to negotiate well with each other and share well. Children learn about good standards of hygiene. Children feel secure and are ready for the move on to school.

Setting details

Unique reference number	511769
Local authority	Gloucestershire
Inspection number	1091201
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	32
Name of registered person	Little Foxes Committee
Registered person unique reference number	RP520070
Date of previous inspection	28 April 2015
Telephone number	01453 757 251

Little Foxes registered in 1994. It operates from an Elliot building situated within the grounds of Foxmoor Primary School, Stroud. The nursery is open Monday to Thursday, from 9am to 3pm, and 9am to 12pm on Friday, during school term time only. The nursery is in receipt of funding for the provision of free early education for children aged three- and four- year-old children. There are four staff working with children. Of these, three hold relevant childcare qualifications at level 3, and one at level 2.

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.

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