

Little Foxes Day Nursery

Inspection report for early years provision

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Inspector Alison Putnar

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Little Foxes Day Nursery is one of five nurseries owned by The Laurels Nursery School Limited company. It originally opened in 2003 and re-registered in 2010 as the limited company. It operates from a terraced house in Oadby, Leicestershire and provides full day care for families from the locality and outlying areas. Access to the premises is by a side passage and small step. Children are cared for over two floors of the property. All children share access to an outdoor play area. The nursery is open each week day from 7.45am to 6pm all-year-round, closing for bank holidays.

The provision is registered on the Early Years Register to accommodate 22 children at any one time. There are currently 47 children from six months to under five years on roll. This includes 10 funded children. Children attend for a variety of sessions, either part-time or full-time. The setting supports children who speak English as an additional language. There are nine staff working with the children, all hold childcare qualifications to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff generally create an inclusive environment where individuals are respected and valued. Overall, children's care and learning needs are met effectively as the setting works closely with parents and relevant professionals. Systems to evaluate and improve practice are secure and result in a continually improving setting. In the main, space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. As a result, children make good progress in relation to their starting points. On the whole, children's welfare is protected through some effective practices.

What steps need to be taken to improve provision further?

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

- review and update risk assessments to ensure they cover all activities and equipment that children come into contact with, such as the slide, computer and nursery gate
- review the use of space upstairs enabling children to benefit from all activities available and increase opportunities for children to develop confidence to self-select and make choices from resources both indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running. Risk assessments are completed to minimise the likelihood of accidents, although these are less specific for some activities, such as the slide and computer in the children's areas or the security processes for the gate. Designated staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect.

The setting is well maintained and attractively presented to help children to settle happily. Displays of children's work and age-appropriate resources create a child-friendly environment. Younger ones are cared for in a spacious unit, providing scope for a range of activities and enabling staff to cater for individual needs. Babies can rest and sleep as part of their own routine whilst others continue to play. Older children access three rooms on the first floor, on occasions the organisation of space and grouping of children means there is less choice in activities. Whilst additional resources are available in accessible units several children lack confidence to self-select and thus are less active in their learning environment. The structure of the day ensures older ones have regular access to outdoor play. The setting has developed this area to offer wider learning opportunities and staff are considering methods to enable children to make further choices during outdoor play to enhance and extend their enjoyment further. Those working with the youngest children endeavour to provide daily opportunities for outdoor play, as staffing allows, enabling children to benefit from the fresh air and physical activity.

A key worker is allocated to each family to aid communication between parents and enable close bonds to form with children. Ratios of staff to children are maintained; as a result, children receive good quality interaction. Staff develop secure knowledge of the children in their group enabling them to assess and plan for future learning. Individual interests are considered when planning themes, valuing diversity within the group. For example, painting activities and role play incorporate a child's interest in fire fighters. Parents receive a good level of information about the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. Staff make themselves available to feed back to parents each day and written diaries aid communication about the care of younger children. Methods of involving parents in planning for children's future learning are beginning to embed, through methods such as parents' evenings. The setting have good partnerships with other professionals to support individual needs. Communication with speech and language specialists ensures staff are able to support those at an early age of speaking. Systems to support those learning English as an additional language are improving. Visual aids and signs and symbols are used to help children understand the routines. Staff are planning to learn some key words in the children's home language to help individuals settle and provide

opportunities for children to use their home language in their play. Links are emerging with local schools to support a smooth transition as children move on in their education.

The management has a clear sense of purpose and, through various methods of reviewing and reflecting on practice, engage staff in making changes that bring about positive improvements for children's welfare and learning. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes and are continually improving their skills for the benefit of the children. Together the staff team identify strengths and areas for development and implement action plans to bring about improvements. For example, re-development of the outdoor play space provides children with a more stimulating environment. The outdoor area now promotes an increasing variety of learning opportunities to support all six areas of learning and development within the Early Years Foundation Stage. Parents' views are valued and sought in the form of questionnaires; information is used to raise standards and ensure continuous improvement of the setting.

The quality and standards of the early years provision and outcomes for children

Good relationships are evident between the staff and children. Throughout the nursery those new to the setting or room are appropriately comforted by staff, helping them to feel safe and secure. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. Staff observe children during play and record their achievements. They use this information to highlight any gaps in children's learning and plan next steps for them to work towards. This method is generally effective and, as a result, most children make good progress. A selection of activities are then planned to take account of children's interests and their individual learning needs. On the whole children enjoy the range of activities provided. Some older ones are beginning to understand that they can freely access other toys stored around the room, helping themselves to a favourite book from the rack. Sometimes children have fewer opportunities to select additional resources to extend their ideas, for example, they wait for staff to give out paper during a painting activity and are provided with pre-selected collage materials rather than being able to select for themselves. Routines such as snack time are used to support children's independence skills more effectively, for example, individuals are encouraged to pour their own drinks and some take responsibility for a special job, such as the 'cup monitor'.

Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately supported by staff. Older ones respond well to gentle reminders of using the stairs safely, securely holding the rail and walking sensibly. A range of visitors, such as the police and crossing patrol staff come into the setting to support topics on safety. Trips out in the local area provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them. Trips to see the Diwali or Christmas lights help children to learn about a variety of cultural festivals and special events.

Good methods are used to encourage children to adopt healthy lifestyles. These young children follow effective hygiene routines including regular hand cleansing before meals. The nursery promotes healthy eating; meals are freshly prepared and generally nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. Staff take time to sensitively support younger children with feeding skills and babies are cradled in the arms of staff during their bottle feeds. Children take part in cooking activities; staff have recently introduced healthier recipes to support awareness of healthy eating. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. A weekly yoga session enables older children to explore how their bodies move in different ways. Importantly staff recognise that some children learn more effectively outdoors, as a result they create increasing opportunities for children to explore wider activities. Children develop knowledge and understanding of the world as they plant and care for vegetables and flowers. They develop their imagination and language skills as they gather round the pretend camp fire and talk about making tea. A younger group develop hand-eye coordination as they use paint brushes with water to make marks on the chalk board.

Indoors children also develop skills for the future through the range of activities. Older ones begin to explore technology attempting to use the mouse to complete simple programmes, whilst babies enjoy musical toys and show pleasure as they press buttons or create a sound with the rattles. Simple mathematical and scientific concepts are introduced during sand and water play, comparing the size of containers or looking at floating objects, such as the boats. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities. Their language skills are developing as staff engage in play with the children and take time to listen to them. Younger babies babble in response to staff communications and at singing times.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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