

Little Learners Day Nursery & Youngstars Creche

Inspection report for early years provision

Unique reference number	155383
Inspection date	08/05/2009
Inspector	Kerry Iden
Setting address	Butlins Skyline Ltd, Upper Bognor Road, Bognor Regis, West Sussex, PO21 1JJ
Telephone number	01243 810013
Email	
Type of setting	Childcare on non-domestic premises

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Learners Day Nursery and Youngstars Crèche opened in their present facilities in 1999. The nursery and crèche operate from three rooms in the purpose built building in Butlins Holiday Resort, situated in Bognor Regis, West Sussex. The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery and crèche at any one time. The nursery is open each weekday from 08:45 - 17:15 Monday to Friday, all year round. The nursery provides care for the children of staff working in the centre. The crèche is open for 2 hour sessions through the day and a couple of evening sessions for children of guests staying at the centre. All children have access to a secure outdoor play area.

There are currently 21 children on roll, all of whom are in the Early Years age group, of these 10 receive funding for nursery education. The nursery and crèche supports children with special educational needs and children who speak English as an additional language. The nursery employs 12 staff of whom seven staff, including the manager and deputy hold appropriate early years qualifications. There are two staff working towards an NVQ Level 3 qualification. There are four staff employed to work in the crèche of whom two hold appropriate qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is Good. Throughout the nursery children and their families are offered a relaxed but stimulating environment where staffing ratio's are kept high to give children small family style groupings enabling staff to provide activities and experiences both inside and out of the nursery. The nursery has a very inclusive feel to it where all children are valued for their input into the nursery and those with English as an additional language are fully supported as staff work with families and develop their knowledge as they introduce other children to simple words in the child's home language to help them feel valued and respected.

What steps need to be taken to improve provision further?

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

- ensure a systematic approach to the observations on children and their development records ensuring parents are fully informed of their child's progress
- ensure security arrangements in relation to the front door are adhered to at all times.

The leadership and management of the early years provision

The nursery is well managed by two staff within the management team who work on a day-to-day basis as part of a whole team. The manager and the deputy are in the rooms with the children throughout the day and are often greeted by enthusiastic displays of affection from the children. They not only join in with children's activities and accept their invitations for lunch but thoroughly support the staff in ensuring good quality care and education for young children. The management ensure the correct procedures are in place and policies have all recently been updated to reflect the requirements of the Early Years Foundation Stage requirements. The clear organisation of the guest crèche ensures a smooth system in place for holiday makers using the facility. Staff are encouraged to suggest areas for development within the nursery and have recently implemented changes to improve services for children such as the re-arrangement of furniture in the baby room and the snack time arrangements in the Little Learners room. Management have decided to extend this further by asking all staff to contribute towards a written self-evaluation document.

Children are safeguarded from harm as all staff have a secure knowledge of the procedure they must follow should they have a concern about a child's well-being. The management have clear written guidance about their responsibilities, which they share with parents and comprehensive information to support them to ensure they follow correct procedures for child protection.

Children settle within the nursery after individual arrangements are made with the parents to ensure all their needs are met. Parents with children in the baby room share information with staff members about any established care routines already in place to endeavour to offer the children continuity of care. Working in partnership with the parents about their development towards the early learning goals has yet to be established but staff are addressing this and have recently organised a parents evening for staff and parents to chat informally about their child's development. This partnership approach has however, already been extended to other settings delivering the Early Years Foundation Stage as key staff have made links with schools the children move on to, to ease the smooth transition to school.

The quality and standards of the early years provision

All children and babies throughout the nursery are developing well in all areas of learning, they are secure and settled within their environment as the nursery promotes a family feel with small groupings and high staff ratio's. Staff are skilled to ensure there is an ever changing environment to provide the children with activities that stimulate them and encourage their thinking. Due to the knowledge the staff have about each child, planning for children is individual and based on the child's likes and preferred activities, also ensuring there is sufficient challenge for each child. Staff have made a steady start to recording observations of the children under the Early Years Foundation Stage requirements, although there is currently no systematic approach to these to ensure children are making good progress

towards the early learning goals. The arrangement and storage of good quality play equipment in all areas of the nursery allows children to become independent in choosing their activities and resources. Throughout the day the majority of activities are child led and based on their likes, for example, as children spontaneously turned their drawings into telescopes, which then extended with pirate play and the creation of treasure maps.

Children learn about how to keep themselves safe as they practice their road safety whilst out of the nursery on the site of the resort or when visiting the nearby park. This is reinforced through activities within the nursery, for example, as children play with play dough, staff question the children as they make the play dough into traffic light colours about what each of the colours mean. The nursery is risk assessed by the clear documentation organised by the management however, the front entrance is not always sufficiently secure. Clear systems are in place for the secure exchange of children in both the team nursery and the guest crèche.

Children in the little learners are extremely confident and have a great deal of ownership about their room, the equipment and the regular staff within it. They are encouraged to make decisions about their day such as deciding about snacks and activities. The staff know the children very well and chat together in a relaxed manner. They use times such as snack time to offer the children the opportunity to learn skills for the future as they learn to sit at the table nicely for their meals as staff offer themselves as good role models. They also learn about the art of conversation as all children are encouraged to listen to each other. Children generally play very well together, with the occasional reminder from staff they learn to take turns and share the equipment. They are developing very well in their communicative skills as they have so many opportunities to practise and develop many aspects of this. Children are encouraged by staff to read them the story as together they look at pictures to predict what's going to happen next. Small group time allows for shared stories that become interactive as the children laugh at staff pretending to have a lack of knowledge around colours as she reads to them. They have very good resources to practise their emergent writing using a variety of materials including chalk boards and white boards. The recently introduced numbers and letters books allow children to practise their pencil control and provide the more able children with sufficient challenge to understand words and initial letters.

The care in the baby room offers the children a homely, caring experience, staff and babies chat to each other through good eye contact and delighted coos and babbles. The language skills of the older children in this age group are developing well through the conversations held and the interest staff show in what they are doing. Staff ensure they are aware of each babies needs by asking for vital information from the parents when they start in the setting as they work with any established routines already in place. Daily exchange of information is by discussion with parents and the written day sheet containing all the babies care needs. Staff show genuine affection towards the babies and children under two years as they cuddle them for their milk feeds and care for them on an individual basis. A variety of activities are organised for the babies to allow them to feel different textures as they paint or play with water, a particular favourite is the

hand prints of every baby that are displayed on the wall for parents and visitors to see. Outings out of the baby room are a very regular feature, as they visit different activities, events or play areas on the site of Butlins. Other outings out of the Butlins resort are also frequently organised as children have time at a local park where they enjoy the open spaces, fresh air and sharing the natural environment.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met