

Little Red Day Nursery

Inspection report for early years provision

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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*.

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).

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.

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Description of the setting

Little Red Day Nursery was re-registered in 2009 and operates from seven rooms in a three storey house. It is a privately owned family business which provides full day care. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Ashton-Under-Lyne. It is open weekdays, from 7.30am to 6pm, excluding Christmas. There is easy access to the premises.

The nursery is registered on the Early Years and compulsory part of the Childcare Register. A maximum of 130 children may attend the nursery at any one time. There are currently 56 children on roll.

There are currently fifteen members of staff, including the manager, over half of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children thrive in an inclusive setting where they are respected and valued as individuals. A well developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning in the majority of all areas. The children are safe and secure and enthusiastic to learn; they are developing a good understanding about diversity and the world around them. The exemplary partnerships that exist between staff, parents and others involved in the lives of the children ensures they receive consistent care. Effective self-evaluation procedures support continuous improvements, which are well targeted, resulting in positive outcomes for the children.

What steps need to be taken to improve provision further?

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

- continue to develop outdoor opportunities enabling children to use a variety of equipment and materials that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills.

The effectiveness of leadership and management of the early years provision

All members of staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding are robust, regularly reviewed, carefully managed and understood by those who work in the setting. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate agencies. High priority is given to staff training and development which enables staff to continually enhance their skills in specific subjects such as the Early Years Foundation Stage and first aid. Robust

recruitment, selection and induction procedures are in place to ensure the suitability of staff. Children are welcomed into a safe and supportive environment where they are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. For example, when climbing and descending the stairs, they are aware to walk in a single line and hold onto the hand rail.

The setting has a highly positive relationship with all groups of parents and carers, who are heavily involved in decision making on key matters affecting the setting, through well established and highly inclusive procedures. For example, regular questionnaires are issued to parents enabling them to express their views, which are then collated, and any suggestions are taken on board and implemented. As a result, the provision is enhanced and outcomes for children are improved. The setting provides tailored guidance and highly inclusive systems of information ensure that there are consistent and productive partnerships with parents and carers. For example, information about the activities children are involved in and the Early Years Foundation Stage are located in abundance around the setting. Regular newsletters and an informative website ensure parents are kept up-to-date with past and forthcoming events. Detailed policies and procedures are accessible at all times and there is a designated parents area, enabling them to spend time at the setting watching their children via CCTV happily engaged in a variety of activities. Parents also access their child's personal learning journals where they are encouraged to make comments about their child's progress and what they enjoy doing at home. This results in strong levels of engagement with the setting's work.

The setting's self-evaluation involves all staff, children and parents and provides an accurate diagnosis of the strengths and weaknesses of the early years provision, reflecting effective monitoring systems. Actions taken by the setting are well-chosen and carefully planned, so the impact is evident in most areas where it is needed. Leaders and managers successfully communicate ambition, they are confident about what the setting needs to do to improve further. For example, further development of the outdoor play area has been identified to offer more opportunities and experiences for children of all ages.

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

The children participate in a wide and balanced range of activities designed to stimulate their interest and challenge their learning. The staff team have devised effective planning systems which are unique to each child and take into consideration their ideas and interests. Planning is flexible to meet individual needs and no child is disadvantaged. As a result, children are making good progress in their learning and development. They are settled and confident. There are lots of smiles and chatting as staff interact well, playing and talking with children effectively. Staff are skilled in asking open questions, encouraging the children to think for themselves and solve problems. This ensures children are challenged at a level appropriate to their individual understanding and development. They clearly enjoy coming to nursery and they are confident and settled because of effective

key worker systems which ensure staff know their children well.

Throughout all areas of the nursery the children have access to a bright, clean, stimulating environment. Staff have invested lots of care and attention to ensure the environment is child friendly and promotes the children's independence. For example, areas are well defined through the use of low-level storage, clearly labelled with pictures and words. Relaxing areas and dens are located around the setting enabling children to have some quiet, reflective time if needed. Low-level mirrors and photographs of children involved in a range of activities enable them to develop a strong sense of belonging. Young infants are able to explore their environment confidently, accessing a variety of activities located at different levels. Numbers are evident throughout the environment and pre-school children access a well resourced numeracy area where they are able to use tape measures, scales, a variety of construction shapes, colours and games. Younger children are learning about shapes as they access the shape sorters and are able to grasp chunky wooden shapes in their hands.

The children behave well as they are encouraged to respect each other. Staff act as positive role models and converse with the children calmly in a respectful manner. They listen attentively to them and there is a good balance of adult-led and child-initiated activities. Older children demonstrate their ability to share and take turns. Younger children demonstrate that they are able to relate to others and make attachments, as they point to photographs of their peers saying their names. Younger children are encouraged to show care and concern through the use of a toy dog, which they feed and care for. Good opportunities are available for children to express themselves creatively, they engage in a variety of role play activities where they dress up, play with dolls, small world toys, cars and trucks. They play with the dough and create 'strawberry, cherry cakes' which they arrange carefully in cake tins. Children of all ages are given lots of opportunities to explore sensory, tactile play and are able to access a variety of natural resources. They play in the sand and water and enjoy a variety of painting activities. Children access a well resourced mark-making area, where they are able to make choices from a wide range of mark-making materials. They are learning about letters of the alphabet through stencils and brightly coloured posters, and older children are encouraged to write their own name. Creative practice is used to develop children's listening and concentration skills as they wear hats they have made with collage ears, which are referred to as their listening ears. They wear their hats and explore the sounds in the environment as they are encouraged to listen carefully. They also use a Dictaphone to record different sounds which they later get their peers to identify. The whole environment is rich in text including different languages. Children of all ages enjoy looking at books, younger children demonstrate how to turn the pages and take great interest in the content; older children join in stories and explain confidently what is happening. The children are developing a good understanding about diversity as they access a variety of resources which depict positive images of race, gender and disability. They learn about Chinese New year as they create a dragon, lanterns and role play in the Chinese Restaurant; they use chopsticks and taste a variety of Chinese food.

The children are learning about healthy lifestyles. Daily outdoor play provides opportunities for fresh air and exercise. However, although the area is well

defined, bright and stimulating there are currently limited opportunities for children to use a variety of materials. As a result, opportunities to support specific skills are limited. Children are given opportunities to explore different weather conditions as they play in the snow and rain, and they use their bodies in a variety of ways such as running, hopping, jumping and dancing. The children learn how to be healthy and independent by following consistent routines. They participate in activities exploring their senses using a variety of soaps, bath crystals and lotions. Older children clearly understand why they are washing their hands. They are well protected from illness and infection because staff maintain high standards of hygiene and follow clear procedures when caring for sick and injured children. They eat healthily as they are offered a wide range of healthy, nutritious snacks and the nursery have received a gold award for healthy eating.

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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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Annex B: the Childcare Register

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

Met