

Little Legs Junior

Inspection report for early years provision

Unique reference number EY423748
Inspection date 08/08/2011
Inspector Patricia Champion

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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 Legs Junior is privately owned. It opened in 2011 and operates from four rooms within The Freshford Centre in the village of Wethersfield, Essex. Children share access to an outdoor play area. A maximum of 17 children may attend the nursery at any one time. The nursery opens five days a week all year round. Operating times are from 7.45am until 6pm.

There are currently 12 children aged from 14 months to eight years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, out of school care or full day care. The nursery serves the local community and surrounding areas. It supports a small number of children who have special educational needs. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs three staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from an inclusive environment where their individual needs are met by a caring staff team. They make sound progress and learning priorities are appropriately planned for. Most of the required documentation is in place to support the smooth and efficient running of the setting. Partnerships with parents are positive as the staff exchange information through discussion or visual displays. With guidance from local authority advisors, the management and staff team are beginning to identify and address the most appropriate areas for development that will improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all records are easily accessible and available for inspection; this refers to documentation and risk assessments relating to outings (Documentation). 22/08/2011

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

- extend self-evaluation and reflective practice to develop outcomes for children and widen the scope for improvements
- ensure that information about evacuation drills is recorded in a fire logbook

- with details of any problems encountered and how they were resolved
- develop the two-way flow of information with parents and encourage them to add their comments about children's learning at home to the development records.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as staff have a clear understanding of their role in child protection and are familiar with the procedures to follow if they have concerns about their welfare. The staff protect children from harm through their daily management of the sessions. Risk assessments and daily checks are made and they ensure that the premises are kept secure. The written policies and procedures meet requirements and reflect the Early Years Foundation Stage. Relevant recruitment and vetting procedures ensure staff are appropriately qualified and are suitable to work with the children. All visitors are closely monitored and there are CCTV cameras in operation. Reliable arrangements are in place to take or collect children attending the out of school club to and from school. However, not all the essential documentation to fully protect children, such as information and risk assessments for outings, is easily accessible and available for inspection. This is a breach in the welfare requirements. Although there are clear evacuation procedures displayed, information about fire drills, with details of any problems encountered and how they were resolved, is not yet recorded in a fire logbook.

The registered provider is motivated and communicates an ambitious vision for the nursery. She has attended many training courses to enhance her ongoing professional development and works closely with the local authority advisors to improve outcomes for children. Although there has been a staff turnover, an experienced, enthusiastic and intuitive new manager has recently been appointed. Improvements have been made to the premises since registration so that it is more conducive to learning. For example, the playrooms have been redecorated and entrance doors and flooring have been replaced. There are also action plans to extend the outdoor area to enhance learning and to renovate the toilet facilities to provide a more reassuring and comforting environment where care needs are managed. The staff routinely evaluate the activities they provide for children and provide additional resources to meet the children's interests and needs. However, self-evaluation and reflective practice is not yet fully embedded, or reflects all aspects of the provision in order to accurately identify the nursery's strengths and widen the scope for improvements.

Staff respect children's individual and unique qualities in order to ensure that they provide an inclusive environment for all. Settling-in sessions are organised and children's individual interests, enthusiasms and capabilities are obtained prior to admission, which enables staff to get to know the children well and meet their individual needs. The new manager acts as special educational needs coordinator and knows where to access any additional support for particular needs. Staff promote children's developing awareness and understanding of people's differences and provide opportunities for them to explore and celebrate their own

and other cultures and beliefs. The nursery has good links with other early years providers and local schools as the staff recognise the importance of this in helping children with the transition to their reception year. The staff also attend village community events to enhance continuity in children's care and learning.

Friendly partnerships are established with parents and carers and they are kept informed about the provision through the pre-school prospectus, noticeboards and regular newsletters. Daily records are shared about the children's care routines, and learning journey folders are available to see at any time. However, parents are not yet adding their comments and contributions about children's learning at home to these assessment records. Some parents have become involved in the development of the nursery by taking part in the renovation of the premises and they communicate their satisfaction by sending thank you cards and messages when their children leave to start school.

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

Children are happy and have positive relationships with each other and the staff. They have suitable opportunities to learn about important social skills, such as turn-taking, sharing and working together. Staff are fully engaged in supporting small groups of children. They particularly ensure that the care of older children does not adversely affect the younger children during the school holidays. Individual support is offered and activities are adapted for the varying ages or needs of the children.

Staff speak respectfully to children and ask carefully formed questions which encourage them to think or give their full attention to stories. The learning environment is appropriately organised to provide children with a range of experiences which are set out for children to access independently, both indoors and outside. Children are making sound progress towards the early learning goals. The management of the nursery identified that the children's assessment records needed updating and, consequently, more regular observations of children at play are now undertaken with the intention of planning around individual children's interests and needs. As a result, there are increasing opportunities for children to be offered challenge during meaningful practical learning experiences.

Children develop problem -solving skills as they take part in cooking activities. They weigh and count spoonfuls of ingredients and observe the changes that happen when mixing butter, sugar, eggs and flour. Children develop their hand-eye coordination and explore volume and capacity as they pour water through funnels and tubes into containers of various sizes. They take part in activities that extend their creativity and develop their imagination. Children know that their efforts are valued when they are displayed on the wall.

Children develop their knowledge and understanding of the world through visits into the local environment and outings to other interesting venues. For example, children visit local parks, attend the school sports day or go on a visit to Maldon Promenade. Children learn to care for living things. The nursery has a hamster

called Lottie that goes home with them at weekends and children help plant and care for flowers in the garden. Children are appropriately developing the skills they require to progress their learning. Their progress in communication, literacy and numeracy skills is steady and their ability to cooperate and make choices is sound.

Children's good health is promoted and they play in a generally clean and adequately well-maintained environment. They learn about the importance of healthy eating as they talk about the food that is good for you when they eat chopped fruit and vegetables at snack time. Children learn why it is important to wash their hands prior to eating and enjoy nutritious cooked lunches to ensure they sustain their energy and hydration levels throughout the day. They develop independence skills and learn how to manage tasks for themselves, such as pouring their own drinks. With ongoing gentle reminders from the staff, children are developing an awareness of how to keep themselves safe. They are mindful to climb carefully on outdoor apparatus and are particularly careful to avoid bumping into their friends. Staff provide opportunities for children to learn to use tools, such as cooking utensils or scissors, and children know to place these safely back onto the table when they have finished with them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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