

# Little Nightingales

Inspection report for early years provision

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**Unique reference number** EY348676  
**Inspection date** 05/12/2011  
**Inspector** Patricia Spencer

**Setting address** Nightingale First School, Nightingale Drive, NORWICH, NR8  
6LA  
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**Type of setting** Childcare - Non-Domestic

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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 Nightingales opened in 2007. It operates from two rooms within Nightingale First School in Taverham, Norfolk. The children are divided into two mixed-aged groups, in the two rooms, which have access to excellent facilities and an enclosed outdoor play area. The provision also makes use of school facilities, such as the field, 'trim trail', garden, new outdoor classroom and sensory and wildlife garden. The provision is open each weekday from 9am to 4pm, during term times only. The setting is registered for 54 children in the early years age group, with no children attending under the age of two years. There are currently 73 children on roll, with 43 children receiving funding for early education. Children may attend a variety of sessions. Children mostly come from the school catchment area. The setting currently supports a number of children with special educational needs and/or disabilities and who have English as an additional language.

A dynamic feature of Little Nightingales is the close liaison and sharing resources with the First school, which enhances the learning and development opportunities for those children who attend.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The Nursery is highly effective in meeting the needs of all children in the Early Years Foundation Stage, providing a vibrant and inspiring environment for all the children who attend. All children make excellent progress in their learning and development, enjoying the consistently high standard of activities that contribute to their learning and development. Highly skilled staff work very well together to ensure the children are safeguarded and have their individual welfare and learning needs met. Excellent relationships are developed with parents and other professionals, in order to ensure all children receive high levels of individual support.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to use the system of self-evaluation and the views of parents and children, on the care and education you provide, in order to support continuous quality improvement.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and very well protected in the provision because of the robust policies and practice put in place and maintained by the management. Staff

are appropriately vetted, and meticulous care is taken to ensure all procedures are complied with. All staff attend safeguarding training. This means children are safe and secure in the setting, enabling them to thrive in their learning and development. This extends to the use of ICT (Information and Communication Technology), as the setting has robustly put in place recommendations and software from CEOP (Child Exploitation and Online Protection) for very young children using ICT. Detailed risk assessments are completed and recorded daily, both inside and outside, by two trained staff members. This ensures that children are able to move safely and freely about the indoor and outdoor areas, with the manager meticulously overseeing the written records daily. The extensive, shared outdoor area is well used and particular attention is paid to children's safety. Effective action has been taken to address the recommendations raised at the last inspection. With this in place, children can then extend their knowledge and understanding of the environment, in a safe and secure manner.

Staff have excellent understanding of the Early Years Foundation Stage and use this knowledge to support and develop children's learning. All staff hold recognised early years qualifications. Staff are supported in improving their levels of qualification. Staff are also supported and encouraged to attend suitable courses, Forest School training being a feature at this time. Each member of staff has a responsibility. This ensures children are cared for by highly-skilled staff who have an excellent understanding of the development needs of young children. The provision use the key person system, which supports children in their learning and social development. The two rooms are well-organised, with staff changing rooms regularly, ensuring that they know all the children who attend. Toys and equipment are accessible for all children, with a very innovative range of activities in each room. Children have free access to the imaginative, well-planned outdoor area, which offers a wealth of opportunities for exercise and study of the natural world.

A robust self-evaluation system is in place, with staff reflecting both individually and as a team on what they do well. Views of parents and children are incorporated into this system, with plans to develop and extend this in the near future. Areas identified for improvement include resources for promoting diversity. An appraisal system has been instigated since the last inspection, with the Manager currently overseeing this process. Staff training needs have been identified as a priority at this time. This ensures that staff enhance the experiences for children as they gain knowledge and skills from updating their professional development.

First class relationships are developed with parents. Parents, carers and grandparents are welcomed into the setting daily and are free to talk to staff at anytime. Staff provide excellent levels of support for parents and make themselves available to talk at length. The enthusiastic use of the Virtual Learning Environment (VLE) is a most innovative feature of this setting. Children's Learning Stories are updated on the VLE regularly, with parents having a secure password for access from home to this facility. This enables parents to have instant information about their child's development and the activities they participated in, knowing the access is safe and secure. Parents speak highly of the provision, commenting that their children are very happy and are progressing well in

academic, personal and social areas. They felt that their views and comments are conscientiously accepted and acted upon, especially with children with special educational needs and/or disabilities and those who are perhaps reticent or shy. Transition to school is highlighted as a major strength, with children moving seamlessly into Reception classes. This aspect of professional team work was highlighted by parents as a very positive aspect of practice in the setting.

The setting is an active member of the local early years providers group. This forum encourages staff to share expertise, meet other professionals and to develop links with dual-registration settings. For example, staff have been proactive in working closely with families of children with complex needs and liaising with other agencies. This ensures appropriate care for individual children, as well as raising the standards of care and education for all children. Children who have English as a second language are supported sensitively by staff ensuring that the inclusion policy is fully implemented. This means that individual needs are met and all children are fully included in the setting.

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

Staff are very positive with children, praising their achievements and rewarding them for their efforts. They support learning through their interactions with children, asking and answering questions. An excellent balance is achieved between adult-led and independent learning. Staff make sensitive observations of what children can do and support them gently in developing their skills and learning. These formal and informal observations are then used effectively to plan and provide activities, which help individual children to make good progress towards the early learning goals. Sessions are calm and purposeful in each room, with provision being made for outdoor play choices throughout the sessions.

The balance between support and independence in self-help skills are carefully assessed by staff. The result being children are able to explore the outside area's activities dressed appropriately and given a sense of developing independence. Children have very good opportunities for keeping themselves safe and healthy. They follow rules that are in place and that have been explained to them. Older children show their independence in going to the toilet and remembering to wash their hands, demonstrating excellent hygiene practice. Children are encouraged to eat healthy snacks, with fruit and water being available throughout their day. Children serve themselves, pouring drinks carefully, with sensitive adult support, encouraging independence.

Children actively enjoy learning in the setting, with opportunities for extended independent and group activities. For example, a child working independently with the interactive whiteboard, then playing with a group of friends at the water tray, experimenting with floating and sinking. Older children are encouraged to develop their counting and writing skills, with support from staff and making use of number lines and alphabet circles. There are also excellent opportunities to develop other skills for the future with a range of ICT equipment, including programmable remote control toys, a computer with appropriate software, whiteboards and the

VLE. Mark making equipment is available at all times and children can develop skills in drawing and writing at their level and age. Sorting play animals helps children to learn colour, size and shape, as well as supporting early counting and number recognition skills.

Children behave very well and show respect for themselves and towards each other. They have ample opportunity to learn about differences and diversity as they investigate festivals, foods and welcome visitors from a range of cultures. There are displays, which positively promote diversity. The manager is ambitious to extend cultural awareness and has recently completed training to this end. The provision has joined the First school in a link with a school in Malawi and the manager intends to extend and deepen this link in future months. This will enable all children to increase their knowledge and understanding of the world.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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