

# Little Champs Day Nursery

41 St. Johns Street, WELLINGBOROUGH, Northamptonshire, NN8 4LG

## Inspection date

Previous inspection date

26/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy the company of the staff because they are very positive in their encouragement; they smile and show a genuine interest in what children are doing.
- Children's communication and language is promoted because the staff talk to them during the activities, such as, baking, talking about the Easter story or outdoor play.
- Children enjoy being able to choose and extend their own activities. For example, they are confident to move items, such as twigs and leaves, from the tray into the sand activity.
- Children's learning is supported well. The staff are skilled in continuing the topics across the areas of learning. For example, children look at patterns and shapes on pictures of Easter eggs, they organise egg hunts in the garden using these pictures and they enjoy a baking activity making chocolate nests.

### It is not yet outstanding because

- The partnerships with parents are not yet fully maximised to ensure that information from home about children's interests and achievements are sharply focussed, shared and used to inform the planning of activities.
- Opportunities for children to enhance their emerging independence in self-care particularly at mealtimes have not yet been fully strengthened. Children cannot consistently do things for themselves, such as pouring their own drinks and collecting their own cutlery.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and in the outside learning environment.
- The inspector held meetings with the manager of the provision, the deputy manager and with one member of staff.
- The inspector completed a joint observation of small group time with the manager.
- The inspector looked at children's assessment records, planning documentation and a sample of policies and procedures.
- The inspector checked evidence of suitability of practitioners working with the children and took account of the providers' self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Melanie Eastwell

## Full Report

### Information about the setting

Little Champs Day Nursery is an established provision that was re-opened in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the centre of Wellingborough, Northamptonshire, and is managed by The Everyday Champions Organisation charity. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status and one with Qualified Teacher Status. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 85 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen the partnerships with parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
  
- enhance children's developing independence in self-care. For example, extend the opportunities for them to be able to pour their own drinks, to collect their own cutlery at mealtimes and to take their plates away when they have finished eating.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The children enjoy their time at this setting because the members of staff put a good deal of thought into their planning of activities. They understand the different focus of the prime and specific areas of learning and they have established ways to report comprehensively on the progress check at age two. They always take account of each

child's interests and planning is completed on an ongoing basis, which ensures the activities are relevant and interesting to the children. The children benefit from the staff team's skills in engaging with them. For example, the staff sit with the children and talk to them about what they are doing. During art and craft activities the children are encouraged to express themselves freely. A child in the pre-school area shows an interest in drawing around the Easter shapes. They find some paper napkins and use this as the paper to draw around which gives a different texture to the other paper on the table. Other children show an interest in numbers and sit with a member of staff talking to them as they fill up a sheet of card with written numbers. The staff know the children very well and they respond positively to each child as an individual. Children are learning about the world. They enjoy the free-flow opportunities to play outside. Children comment on the cold wind when they are on one side of the building. The staff talk to them about the other side of the building having more shelter and, therefore, is less windy. Children talk about the ice being 'slippery' and they pretend to make 'ice-cream' utilising a variety of the outdoor items to enhance their game. This includes a wheelbarrow to 'mix', some plastic bricks that are used as a 'bowl' and the play telephone box as the kiosk.

The nursery is well organised to provide the groups of younger and older children with their own activities and resources while still being able to see each other and talk together. The younger children enjoy being involved in a baking activity. They are fully involved by the staff, who talk to them about taking turns during each part of the process. They are encouraged to stir the chocolate mixture and then to pass the bowl to their friend who is sitting next to them. The staff provide lots of positive praise to each child commenting on their 'good sharing'. The children respond to this praise by smiling and showing an interest in what their friend is doing. Some of the younger children begin to show care and concern for their peers. For example, a child is aware of their friend who is less confident. They show them where the aprons are at lunchtime and show them how to put it over their head. They turn their friend around and attempt to tie the apron while talking gently to them about keeping their clothes clean during lunchtime. All children, including those with special educational needs and/or disabilities, are well prepared for making progress towards the early learning goals. This is because they are provided with a good range of experiences and opportunities for them to try out new experiences. For example, they spend short periods of time each day together in small groups. The key person prepares a focus for this circle time and they sit together to discuss the topic. The key person ensures that all children are given the opportunity to share their thoughts and ideas. This effective working enables children to feel confident to share their ideas.

Children are supported to be independent in most aspects of the daily routine. For example, they are able to access the toilet and hand washing facilities independently, they know the routines of the day and they enjoy the free-flow of activities, both inside and outside. However, they do not always have the opportunity to fully develop their emerging independence through collecting their cutlery or taking their own plates away when they have finished eating. Parents are mostly involved in their child's learning at the nursery. The staff work closely with them to seek details about their home life and their interests and they use any forthcoming information in their planning for that child. However, the nursery staff are keen to successfully engage all parents as a valued resource to provide them with information on a regular basis that can be used to plan to support parents confidence and knowledge in how to extend their child's learning at home. Each child has

their progress in learning recorded through observations that are linked to the areas of learning in the 'Development Matters in the Early Years Foundation Stage' document. The key person uses the information from the observations and any information from home to plan appropriate next steps which are in turn incorporated into the future planning of activities.

### **The contribution of the early years provision to the well-being of children**

Children display clear attachments with the members of staff. They are confident to talk to them and thoroughly enjoy their positive interaction during their play and activities. Younger or less confident children are supported in a gentle and caring manner. For example, the staff reassure them by speaking to them at their level and responding when they indicate the need for a cuddle. Children are developing an awareness of others as part of the personal, social and emotional development. For example, older children sit with the staff during activities using tablet computers. They excitedly recall events in the photographs and video clips and they point out their friends in the pictures. Children are safe because the staff are vigilant in their supervision. For example, the free-flow activities are available when all the expected children have arrived and the main gate to the premises is locked. Children are independent in the toilet areas. However, the staff are aware of those who may need extra assistance. Each child's care needs are managed following thorough discussion with their parents. Children behave well in the nursery because they are provided with an interesting and stimulating range of play opportunities. The staff take time to explain the expectations for behaviour and they are secure with the daily routines. For example, the staff gain the children's attention when it is time to prepare for lunch by clapping their hands rhythmically and singing a song. They play a tidying up song on the CD player and the children are enthusiastic in helping. Some collect the dustpan and brush to sweep up the sand and others busy themselves finding the correct boxes for the different resources.

The staff work well with each child's parents to help them settle-in to the nursery when they first start attending. Settling-in is done on an individual basis and the key person continues a close working partnership with parents. This helps ensure that children's needs are met throughout their time in the nursery and that any changes are discussed together. The organisation of the nursery actively supports the younger children in their transition to the pre-school area. Children can see their older siblings and friends and they share the outside play area. The key person works with each child and their parents to support their successful move into the pre-school because the children spend time visiting before they move. When children are preparing to move on to school the staff invite teachers from the local schools and encourage visits. Any children who move out of the area and are due to start attending a different setting are supported because their key person visits the new setting and shares information about their interests and progress. This effective partnership working contributes to children's feelings of well-being and security.

The nursery has an enclosed outside play area that is well equipped with a wide range of resources. Children have daily opportunities to use this area and they do so

enthusiastically. The staff continue the effective teaching when outside with the children because they bring activities, such as play dough and art and craft, into this area. The children are safe because the staff supervise and get involved in their play and they are vigilant in managing the shape of the garden to ensure that all children are under constant supervision. The range of activities and equipment promotes children's physical development.

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

The nursery is a well-established provision in the town and was recently re-opened. The management and staff team have worked very hard to secure the sustained improvements which continue to have a positive impact on the children who attend. The staff team work very well together to provide the children with a consistently good standard of care and learning. The provider is fully aware of their responsibility to meet the learning and development requirements and they have embraced the revised Early Years Foundation Stage to successfully implement this for each child on roll. The manager works with the deputy and the staff to monitor their quality of teaching and they offer support, as well as being open to listening to their suggestions and ideas for any changes. The staff are encouraged to attend training courses and to continue their professional development through working towards professional qualifications. The organisation has robust procedures to ensure that suitable members of staff are recruited and retained.

Safeguarding is given appropriate priority. Children are very well supervised while being able to lead their own play and activities and the staff understand when to get involved and when to stand back and monitor situations that arise. The manager fully understands their responsibility to meet the safeguarding and welfare requirements and there are clear systems in place that reflect the Local Safeguarding Children Board procedures to manage any child protection concerns. Thorough and regularly reviewed risk assessments and the nursery policies and procedures underpin the staff team's practice in maintaining a safe environment for the children.

The management and staff team have successfully implemented self-evaluation as a tool to help them reflect on their provision. They value the views of the parents and the children's comments about the service they provide and they have identified well-targeted plans for the future progression of the nursery. Although this is a re-opening, the staff team have taken positive action on the issues raised at the previous registration's last inspection. They have a proactive approach to their work and value reflective involvement from the whole team to ensure that they continue to respond to the children's and their families individual needs wherever possible. Children who have special educational needs and/or disabilities, are supported because the nursery staff welcome the involvement from any other agencies who are involved with them. This partnership working contributes to a consistent approach for the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY453123
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	885421
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	66
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Everyday Champions Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01933442639

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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