

Little Legs Junior

Silver Street, Wethersfield, BRAINTREE, Essex, CM7 4BP

Inspection date	30/05/2013
Previous inspection date	08/08/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children learn about their local community and the wider world through a programme of activities and events, broadening their knowledge and understanding of the world.
- Babies' development in the prime areas is promoted well as they form effective attachments with staff, who in turn know and understand their individual needs accurately.
- The management have introduced sound induction procedures to ensure that staff are fully aware of their roles and responsibilities.

It is not yet good because

- Sometimes the balance of activities means that older children are overly adult-directed and offered too few meaningful choices to promote free play and provide sufficient opportunities for active learning.
- Monitoring of staff is not yet well-embedded or rigorous enough to address weaknesses and inconsistencies in the quality of teaching and care practices, such as behaviour management. As a result, the learning and development needs of some children are less well understood.
- Self-evaluation does not fully identify areas for development or focus sufficiently on effective changes that will bring about improvements in outcomes for children.

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 and interacted with children as they played and during routine care.
- The inspector held meetings with the manager and deputy, and carried out a joint observation with the deputy manager.
- The inspector viewed documentation including children's development profiles, some policies and records.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Sarah Williams

Full Report

Information about 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. The nursery opens five days a week, all year round. Operating times are from 7.30am until 6pm. There are currently 34 children on roll, of whom 18 are in the early years age range. Children aged two- three- and four-years-old receive funding for early education. The nursery offers both out of school care or full day care and children attend for a variety of sessions.

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 five staff, four of whom hold appropriate early years qualifications. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- promote older and more able children's active learning and independence through purposeful, child-initiated play which responds to children's emerging needs and interests and provides them with meaningful choices from a range of planned activities and well-presented resources
- ensure, through robust monitoring and effective management intervention, that all staff have the skills, training and knowledge to deliver effective learning experiences for all children across all the seven areas of learning.

Inspection judgements

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

Children make satisfactory progress in their learning and development. Staff have a sound understanding of the Early Years Foundation Stage framework and knowledge of how children learn. The key person system ensures children are supported from the first day of attendance, because the key person takes into account children's starting points, home circumstances and individual interests. Practitioners observe, plan and assess children's learning and develop their next steps based on this. While these are detailed and precise for the babies, those for older children are less well focused and there are fewer meaningful observations carried out. This results in inconsistencies in the quality of

teaching, and means older and more able children have fewer opportunities for decision-making and active learning. An example of this is the limited access to free choice activities to support children's exploration of art and design this is because creative activities are adult-led, such as card making. As a result, the needs of older children within the nursery are less well met at times.

Children who have identified additional needs make sound progress as they are provided with support, using outside expertise when required. Individualised plans are developed, where appropriate, which are shared with parents and reviewed regularly. Staff use guidance documents, such as, Development matters in the Early Years Foundation Stage, to help them make judgements about whether a child is showing typical development for their age and to complete the progress check at age two. This enables them to plan learning experiences that are matched to each child's learning needs and build on what children already know so that they can continue to progress further. Currently, this is stronger for the very youngest children in the setting.

Children are able to access all resources, as they are mainly set out at low level, however, the presentation of some resources in the playroom for older children lacks imagination and does not always encourage children to make meaningful choices. For example, the books are tucked away in a corner in one box, and the role play area is not set out appealingly. Children become engrossed as they play with a construction kit and small world figures, building a tower and creating imaginary scenarios. Staff support them by making suggestions and taking a photograph of the finished tower, boosting the children's sense of achievement and self-esteem. Photograph albums show that children explore a variety of festivals and events throughout the year, which increase their understanding of the local community and wider world. They plan activities around father's day, as they make cards using craft materials and colourful collage.

Staff promote babies' communication skills throughout the day by encouraging them in their developing speech and reflecting their baby babble sounds. The babies explore the resources in their room freely, with the more active children using a play tunnel and younger children exploring musical instruments and treasure baskets.

The outdoor area is used by children at set times throughout the day and is resourced with both hard and grassed areas, fragrant plantings and interesting features, such as, the boat planter with gravel and flowering plants. A play house and water tray are available, along with a low-level slide and climbing frame. Covered areas mean that children can have all weather access, and a range of outdoor equipment is available.

Children are prepared for the next stage in their learning because staff promote their development in the prime areas of learning and make sure they develop the skills they need in readiness for school, although, this does not always extend to the specific areas of learning, such as expressive arts and design. Staff give consideration to transitions at every stage, for example, between rooms and as children approach entry to reception class. At this time they spend sessions in the feeder schools and become increasingly independent and confident. Staff also communicate with the other settings children attend to ensure continuity of care and learning.

Children attending the out-of-school club are involved in planning activities as well as thinking about the rules for good behaviour, helping to develop their social skills and engaging them in their surroundings. They have the opportunity to play outside contributing to their physical development.

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

All key aspects of children's well-being are attended to satisfactorily and their needs are generally met. The key person system helps both parents and children to build a meaningful and positive relationship with a designated member of staff. Children show that they can form friendships and work and play together in flexible groupings as well as independently. For example, when invited to use the playdough, babies and older children sit together at the table and share the cutters and rollers. Staff are available to support and guide children in their play and offer reassurance and comfort when required, however, on occasion children's behaviour deteriorates when less experienced staff are present leading to activities, with children's learning being disrupted as a result.

The settling-in procedure is flexible and tailored to individual children's and families' needs. Parents are encouraged to provide information about their child, so that the key person can gain an understanding of the child's starting points, this supports staff in planning for children from them starting at the setting. All children move about confidently and show an understanding of routines, for example, washing their hands as they prepare for lunch time. Babies home care routines are followed where possible and their naps and food intake recorded. Parents report that they feel well informed about their children's progress as they can look at the development profiles and also have informal chats at pick up time with the key person and other staff.

Children are beginning to learn about their own safety, for example, they are reminded to walk indoors. Children enjoy nutritious meals and snacks prepared in the kitchen from fresh ingredients, such as, meatballs and spaghetti. Staff sit with children at lunch time and encourage them to eat and try new things. Children enjoy chatting about their homes and families as well as their likes and dislikes, making mealtimes sociable and relaxed.

Children's health and welfare is supported as staff have training in first aid and respond to minor accidents appropriately. Children's medication needs are also suitably recorded and administered. When playing outside, crawler suits for babies and all weather gear for older children is provided so they can move about freely and access the water play or take part in gardening, even when the weather is slightly cool.

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

The manager reports that the current emphasis is focused on the inducting the new members of staff and ensuring that a strong and stable workforce is established after recent disruption, due to staff changes. The newest staff members are confident and feel supported, and are working on getting to know the children, as well as the nursery routines and daily operation. Sound procedures for recruitment and ensuring ongoing

suitability of all staff working with children mean that they are cared for by a balance of qualified staff, some of whom have experience in other day care settings. All staff have a secure knowledge of safeguarding matters, including child protection procedures, so they are confident in what action to take if they are concerned about a child. The manager has undertaken designated person training so that she can take lead responsibility for all safeguarding matters.

The setting implements a suitable induction process for staff. However, the ongoing monitoring and supervision process for individual staff is not yet used effectively. As a result, the quality of teaching is varied between the rooms, and weaker aspects of teaching and care practices are not always fully addressed. All information gained at outside training sessions is cascaded at staff meetings and new ideas and aspects of practice are tried out and included when they are found to be positive and useful. Advice and guidance from sources, such as, the local authority advisers, is welcomed and helps to shape some of the plans for future development. However, self-evaluation is not robust and does not focus sufficiently on weaknesses and how these can be overcome, to improve outcomes for children.

The partnership with parents and the two-way flow of information between parents and the nursery is valued. Parents are included and kept up-to-date with events and activities by a daily diary for the youngest children and a periodic online newsletter. There is the chance for informal daily chats at pick-up time and regular planned parent consultation sessions when the child's development is discussed in more detail helping parents to be involved in their children's learning. Parents are directed to the setting's website for information about day-to-day procedures. Additionally, a 'policy of the month' is displayed for them in the entrance foyer. A suggestions box allows parents to air their views anonymously, and make comments about what they would like to see in the nursery. Some of their ideas were taken on board when the garden was being planned.

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

Unique reference number	EY423748
Local authority	Essex
Inspection number	875764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	17
Number of children on roll	34
Name of provider	Chanel Lucy Lassman
Date of previous inspection	08/08/2011
Telephone number	01371851234

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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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