

# Little Legs Junior

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

<b>Inspection date</b>	19/05/2014
Previous inspection date	02/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 requires improvement

- Staff have a sound understanding of the procedures for safeguarding children, which ensures children are protected and their welfare is promoted.
- Children behave well as they are sensitively supported to share and take turns and to develop an understanding of the boundaries explained to them by the staff.
- Children form close relationships with key workers, who are attentive to their needs; this helps them to feel secure in the nursery.
- Positive partnerships have been established and information about learning is shared between parents and staff to support children's development.

### It is not yet good because

- There are variances in the quality of teaching, resulting in some staff not fully identifying gaps in the educational programmes. The system for monitoring the quality of practice is not yet embedded to identify these weaknesses and ensure children can make better progress.
- Activities and resources are not consistently well presented throughout the nursery and garden to ensure they interest children and challenge their learning, particularly for toddlers.
- Children's good health and independence skills are not fully supported when managing their own personal needs, such as hand washing. Storage of cleaning materials and lunch boxes does not ensure children's safety and good health.

## 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 outdoor learning environments.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff members, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection and from responses to questionnaires supplied by the nursery.

## Inspector

Lynn A Hartigan

## **Full report**

### **Information about the setting**

Little Legs Junior opened in 2011 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and operates from a converted building in the village of Wethersfield, Essex. Children are cared for within four playrooms and have access to an enclosed outdoor play area. The nursery serves the local and surrounding areas. It opens five days a week, all year round, closing for one week during December. Opening times are from 7.30am until 6pm. The nursery offers both sessional and full day care. Children attend for a variety of sessions. The nursery employs five members of childcare staff. Of these, the owner holds a qualification at level 4, one staff member holds level 3 and two hold level 2. There are currently 29 children on roll, 16 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It also offers out of school care and holiday care for older children.

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

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

- improve the consistency of teaching to ensure that all aspects of each area of learning are fully covered through precisely planned activities that offer sufficient challenge and support for all children
- improve the educational programme for children's personal, social and emotional development by encouraging all children to manage self-care tasks independently. This is with regard to children pouring their own drinks and attending to their personal hygiene needs

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

- embed the systems for reviewing and monitoring practice so that weaknesses in teaching are identified and action is taken to address these, thereby improving the progress children can make
- review the presentation of the environment, indoors and outside, to consistently offer children exciting, stimulating and challenging learning opportunities, by making toys and resources more easily accessible and inviting for all children, particularly babies and toddlers
- evaluate the effectiveness of risk assessments regularly, to ensure they are robust, promoting children's good health and safety. This is with regard to the storage of children's lunch boxes and some cleaning materials.

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

Children are happy at nursery. They engage in activities and are eager to learn and ask questions. The nursery is generally welcoming and child friendly. The out of school club is particularly cosy, inviting and welcoming. For example, children's artwork is beautifully displayed, celebrating their achievements and creating a sense of belonging. The out of school room is well stocked and resources are organised and easily accessible. However, this is not consistent throughout the nursery as one of the toddler rooms and the pre-school room are not as inviting. Resources are not always easily accessible or presented to inspire or challenge children's development. Planning demonstrates that seven areas of learning are considered within the indoor environment. However, learning opportunities within the outdoor play space are not fully supported in all areas, such as maths and literacy, because resources and adult-led activities are not routinely planned. Older

children tend to lead their play in the garden, although toddlers often wander aimlessly without purpose from one area to another in this large space. Child-initiated learning is, however, supported well by more skilled staff, and children become excited and make progress. For example, children relish their time digging in the mud pit. They add water and excitedly make muddy foot prints on the garden path. They roll mud piles into balls and spontaneously use a tyre as a target to shoot at. Qualified staff support their interest by ensuring the tyre is well placed and congratulate children on their efforts. Well-framed questions are asked to encourage children's communication and to think, for example, 'What can we do to make the mud easier to dig?' However, this quality of teaching is not consistent among the staff team and consequently children make satisfactory, rather than good, progress. In addition, the evaluation and monitoring of the educational programme and children's learning is not robust. It does not sufficiently focus on the quality of teaching and the information gained from observations to fully evaluate the impact on individual children's learning. Familiar stories are brought to life. Planned activities, such as writing letters to the giant in the story and eating giant jam sandwiches, support children's imagination and creativity. Children begin to excitedly hunt for golden eggs that the giant has hidden in the garden. However, they soon become disengaged and lose interest because staff do not extend or support their learning sufficiently to challenge and develop their imagination. Most staff are qualified and have a clear understanding of how children develop, but teaching is variable. Consequently, teaching strategies provide suitable support to help children make satisfactory, rather than good, progress.

Children's awareness of literacy is developing. They have a selection of story books and text in the environment indoors. Some opportunities are available for children to enjoy stories in the garden. However, there are limited opportunities to mark make outdoors. Children communicate well; they confidently ask staff for help and older children are inquisitive, asking lots of questions. Children are, therefore, suitably supported in the prime areas of learning, which supports the basic skills they need for school and their next stage of learning.

Useful information about children's care, interests and abilities is now gathered from the parents. This means the staff can plan activities to build on what children already know. All staff are involved in observing children's progress and keep track of their development. Parents are encouraged to contribute to their children's learning. The nursery has implemented a range of ways in which parents can receive information and contribute to their child's ongoing development. For example, a daily diary is used to record useful information. Further information, such as the day's routines and activities, is also recorded on daily sheets. Parents of children in the out of school club are also encouraged to share their children's achievements and interests from home. For example, parents and children are invited to write comments on the ideas tree, and these are then used to inform future planning. Parents can access their child's development records on request, and the key person shares the children's next steps of learning each term with parents and encourages them to comment.

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

A flexible approach to settling children is used when they first attend nursery. Staff are guided by the parents and the children's needs. Children are allocated a key person, who spends time getting to know the child, helping them to settle and feel reassured in their new surroundings. All staff are very friendly, attentive and caring toward the children's care needs. As a result, children establish a secure attachment and their emotional well-being is fostered well. A suitable range of information is gathered and recorded within children's files. This includes their care routines and their starting points in learning. Children are welcomed by happy, smiling staff who are pleased to see them. They enjoy a reasonably well-organised environment where they can access some resources indoors to initiate their own play. However, empty low-level shelving and a lack of quality activities indoors mean opportunities for children to select resources or choose where to play are not fully maximised.

Children are encouraged to take turns and share resources. Staff give clear messages about expectations in relation to their behaviour. They have golden rules that are familiar to them. Children behave appropriately for their age, and staff praise them for good sharing. Children are gently reminded to think about their friends' feelings, such as when they change seats and sit in their friend's chair at lunchtime. Children are encouraged to discuss their feelings and use pictures of faces depicting different emotions to demonstrate whether they are happy or sad. Therefore, children are developing appropriate skills to prepare them for their next stage of learning. Staff continue to develop partnership working with local schools. Children are invited to visit the village school with the staff and parents. The provision of items of school uniform in the dressing up activities and story books about going to school go further to supporting a smooth transition from nursery to school.

Children are beginning to learn how to keep themselves safe. For example, when walking in the local environment, they are reminded about road safety. They practise fire drills and are gently reminded not to stand on chairs as they may hurt themselves or others. Children know about using sun cream and sun hats when playing outdoors in the warm weather. Children have some opportunities to manage self-care tasks independently, such as older children using the bathroom. However, children cannot wash their hands independently when playing outdoors. For example, children preparing for lunch wash their hands in a bowl of water. They are not able to pour clean water over their hands as the same water is used for all. This does not teach them sufficiently about the importance of good personal hygiene or encourage independence. Children's runny noses are often wiped for them, rather than staff encouraging them to attend to such matters for themselves. They are not encouraged to pour drinks at snack and lunch time. Water is readily available for them throughout the day to ensure they remain hydrated, but the provision of a large heavy jug makes this difficult for some children to complete the task independently.

Children benefit as they are provided with a variety of nutritious snacks. The child chosen as 'star of the day' helps in the preparation of snack by cutting the fruit and vegetables. Children are also encouraged to prepare the tables for their friends. They are supervised when using antibacterial spray to clean tables. However, the risk assessment relating to the storage of these cleaning materials is not adequate as children can easily access them throughout the day, meaning children's safety cannot be assured at all times. Hot meals

are provided for children. The staff have high expectations of the children in their care. They are encouraged to have good table manners, self-serve and say 'please' and 'thank you'. Young babies are appropriately supported at mealtimes and are offered cutlery to encourage early attempts at feeding themselves. Some children bring lunch from home. Consideration has not been given as to how these are stored to ensure children's good health. For example, lunch boxes are currently stored on a fence in the garden in the warm weather, raising the risk of food spoilage. Outside play is encouraged, in order to ensure children benefit from fresh air and exercise on a daily basis.

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

Staff have an appropriate knowledge of child protection procedures and know what to do should they have concerns regarding a child in their care. This means children are suitably safeguarded. All staff have completed appropriate checks to ensure they are suitable to work with children. Recruitment and induction of staff is sound. Staff are deployed effectively to ensure children benefit from plenty of supervision, including when they are moving freely from indoors to outdoors, further promoting children's safety. As a result of the last inspection, the nursery has received two monitoring visits. These were to assess what action was taken to address the welfare requirements notice and notices to improve that were issued. The provider was required to ensure babies were cared for by a member of staff who holds a relevant level 3 qualification. The owner now works directly with children aged under two years to ensure this requirement is met. The provider has also implemented a key-person system as required to ensure each child's individual needs are supported. Discussions now take place with parents and improvements have been made to the way information is gathered. For example, 'all about me' books are completed to document children's abilities and starting points. The provider was also required to ensure the temperature of the playrooms was comfortable. The owner has placed thermometers in the playrooms to monitor the room temperature. This is now maintained as back-up heating is also now available. In addition, the provider was asked to consider facilities for hand washing. Children now have access to liquid soap and reminders have been displayed indoors to encourage regular hand washing. However, there is still room for improvement in this area as children are, as yet, unable to independently wash their hands when playing outdoors.

Staff demonstrate an adequate understanding of the learning and development requirements. Children's starting points and next steps in learning are identified and used to inform future planning. However, the lack of a thorough system to monitor the delivery of the educational programme and a precise overview of children's skills in different groups, means children's progress towards the early learning goals is not consistently good. Staff attend regular meetings and are supported in their own professional development. Several members of staff are currently working towards further early years qualifications, which is beginning to have a positive impact on their practice with children. Appraisals and supervision meetings take place to support staff. The use of a self-evaluation process is beginning to help the management to establish strengths in practice and areas for improvement, although this is in its infancy and is yet to have a focused effect. This is now beginning to include some parents' comments as questionnaires are

occasionally used. Children are encouraged to evaluate the activities they participate in by using visual prompts to grade their satisfaction.

Partnerships with external agencies and other early years providers have been established. Any advice or guidance offered is used to ensure children's specific needs are supported. Positive working partnerships with parents are in place. They are encouraged to share any relevant information about their child, including their learning at home. Parents speak positively of the friendly, supportive and approachable staff.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY423748
<b>Local authority</b>	Essex
<b>Inspection number</b>	963424
<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>	17
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Chanel Lucy Lassman
<b>Date of previous inspection</b>	02/12/2013
<b>Telephone number</b>	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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