

Little Jo's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY347796
Inspection date	06 June 2008
Inspector	Geneen Yvonne Hulse-Brown
Setting Address	Little Jo's Nursery, 35 Doncaster Road, BARNSELY, South Yorkshire, S70 1TH
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Registered person	Karina Louise Jackson
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Jo's Nursery is a private nursery, which registered in 2007 and operates from a single storey building on Doncaster Road, close to Barnsley town centre. Children come from the local community and the wider area. There are six playrooms, a sensory area and secure outdoor space for children's use, with access to toilets, kitchen, office and storage space.

A maximum of 65 children aged nought to eight years may attend the nursery at any one time; of these, not more than 15 may be under two years. The nursery is open Monday to Friday, all year round, from 08.00 to 18.00 and children attend for a variety of sessions. There are currently 75 children on roll, of these, 22 receive funding for early education. The nursery supports children with learning difficulties and disabilities and English as an additional language.

There are 12 staff employed to work with the children and all hold recognised early years qualifications to level three or above, plus three ancillary workers. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enthusiastically enjoy a broad range of fun activities that contributes to their good health. They make active choices to play indoors or outdoors within the routines of the day, having fun climbing, pedalling cars and playing ball games. Children enjoy exploring outdoors in all weathers making dens to shade from the sun and digging in the nursery garden. They demonstrate good physical skills as they manoeuvre around obstacles and find space to play at a table or sit on the floor. The children enjoy outings to the local shops and parks, as well as further afield. Babies and younger children enjoy many opportunities to explore the outdoors, as they develop their confidence to climb and crawl along soft play blocks. Rugs and the ballpool offer non-mobile children space to play with balls and cause and effect toys in the fresh air.

Children effectively manipulate small tools, such as scissors, pencils, paintbrushes and cutters to build their fine motor skills. They are starting to pour their own drinks and help serve out their own lunches. Children have fun squeezing and moulding play dough to make shapes and models. Older children make active choices between playing indoors and outdoors, as the nursery staff plan a well thought out curriculum to take indoor activities out. These choices are occasionally limited within the nursery routines due to space restricting the numbers of children outside at any one time.

Children use many opportunities to talk about being healthy, due to staff planning numerous activities, projects and themes, such as food tasting and looking at their likes and dislikes. They enjoy tasting different fruits and salad vegetables chattering together about who likes what and then drawing a picture of their favourite. Children demonstrate a good understanding of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They enjoy social snack times where they sit together around small tables, to chat and share news. Older children choose when and what to eat as snack is available on a rolling programme within set times of the sessions. Staff consider children's individual dietary needs when planning snacks and meals. At lunch time the older children are starting to serve themselves and lunch is in two sittings. This can on occasion result in children sitting for long periods of time, as they have stories and quiet times before and after lunch.

Children are cared for in a warm, clean environment, where good methods ensure they develop a broad understanding of personal hygiene, such as hand washing before eating and after messy activities. Children know they wash their hands to remove germs and confidently take themselves to the bathroom as needed. Staff respect children's privacy reminding them to ask if they need help. Well organised systems are in place to promote the children's general health, for example, accident and medication recording. All staff team hold a current first aid certificate and regular updates form part of the nursery training plan.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment where all potential risks are minimised, as staff make creative use of the premises. Effective use of displays, children's work and well planned activity areas enable the children to enjoy a fun environment where they develop their independence. Children confidently move around the nursery as they negotiate and choose where to play, making active choices of activities, as they learn how to keep themselves safe.

Sensitive reminders help the children understand safe practice, to sit carefully on chairs and take care when climbing. Effective use of topics, regular discussions and visitors to the setting, reminds children about keeping safe. For example, when looking at 'people who help us' thinking about fire safety and how to cross the road, helps them consolidate their understanding. Premises are safe and secure, due to the effective monitoring systems in place. Accurate recording systems show who is present and all visitors to the setting are checked and sign the visitor's book on arrival and departure.

Children make active choices of what to play with from a broad range of easily accessible resources and request anything they cannot see. Well planned areas allow them space to be quiet, use their creativity, extend their imagination and develop their play. Children benefit from access to a fun and creatively planned outdoor play area, which is divided into three areas by picket fencing. Older children move between indoor and outdoor activities, as part of daily routines, due to staff planning a broad range of stimulating and challenging activities. The children enjoy undertaking meaningful experiences that challenge and extend them. Babies and young children explore and giggle with delight as they throw balls around the play area, rock on the rocker and push sit and rides around outdoors. Children enjoy tending plants and growing herbs in the nursery garden and greenhouse.

Secure procedures are in place to support good practice, as all staff complete mandatory child protection training and renew it regularly. The nursery manager and owner demonstrate a very good understanding of child protection issues. Comprehensive systems are in place to record concerns and contact the support services. Effective systems are in place to ensure children are safe, as the staff understand their role in protecting children and use this information to promote the children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery and make good progress in all areas of development, due to knowledgeable staff planning interesting activities and fun experiences. Effective use of the 'Curriculum guidance for the Foundation Stage and the 'Birth to three matters' framework ensures they provide good quality care and education. Children are well settled, happy and secure, as they enthusiastically undertake a broad range of interesting and stimulating activities. They make active choices of where to play and what they need to build on what they know, develop their thinking and extend their experiences. Routines offer the children many choices through out their day, although quiet activities around lunch times can sometimes last longer than necessary.

Children successfully plan their own time, making decisions about what to do. They work co-operatively together to plan role plays in well resources areas, taking turns to be nurse, drive the ambulance and wrap staff in bandages. Children are very curious and interested in all around them, as they confidently move between activities playing with friends. They engage visitors in conversation and ask what they are doing with increasing confidence, engaging verbally and non-verbally. Children are very interested in all around them and actively seek out the support of adults to find resources and join in their games. They establish very good relationships with staff and children alike, confidently seeking out friends to play with. Children recall events and outings with enthusiasm, as they chatter together. Staff know the children well and sensitively support the less confident to undertake tasks and become involved in group activities.

Children's individual needs are effectively responded to, due to staff adapting activities that follow their ideas and suggestions, for example, when extending role plays. The children try out new skills and are starting to solve simple problems, as staff encourage and support them well. For example, when helping babies take faltering steps and using string to make puppets. Observations and staff's knowledge of the children ensure they build on what the children know to extend activities at the child's own pace. Babies and young children enjoy sensory experiences as they rustle shredded paper and explore treasure baskets. They watch the older children with interest and giggle as they play with cause and effect toys. Small group times for young children introduce them to stories and group activities, however, these can on occasion last for too long for the children to sit and remain interested. Holidays play care and after school children enjoy a wide range of fun activities and are actively involved in planning what they do at nursery.

Nursery Education

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. They have free access to wide range of tools and materials, such as a mixture of construction resources to build and construct simple and complex models, as they develop high levels of concentration. Children mix and match different construction materials, solving basic problems as they see which fit together. Well planned and resourced role play and imaginative areas enable children to enthusiastically extend their imagination, as they make up stories and explore their creativity. Extensively stocked craft workstations provide the children with numerous opportunities to extend and explore their natural creativity. Children make active choices from many different types of writing and sorting materials to explore mark making and number. They enjoy mixing paints, talking about colours and make models from play dough, as they develop new skills.

Children are confident speakers; they listen intently to each other, sharing experiences, talking about home, family and events with enthusiasm. At group time they share their feelings as they look at photographs and talk about how they feel. They pull different face for each other to guess how they are feeling and delight in sharing theses with each other. Staff intently listen to what the children say, consistently offering support and suggestions to enhance their experiences and introduce new vocabulary. Children are very confident as they engage well with each other and welcome visitors, sharing their achievements and negotiating roles in games. They ask 'why and what' and talk animatedly about themselves and home. Children show off their achievements with pride to staff and each other. They play well together and alone to enthusiastically progress their ideas.

Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others. They enjoy learning about the lives of others through topics, visitors and planned activities. Stories and memory books reinforce children's understanding of other cultures, festivals and nursery events. Children learn about growth as they tend the nursery garden growing tomato plants, sunflowers and herbs. They help water the seedlings as they tell visitors about what they are growing. Children show a keen interest in new technology as they explore computers, a cassette player and tills. They take turns to follow computer programmes with increasing skill, offering advice to friends and explaining what they are doing to visitors. Children use telephones and calculators in role plays to support their games.

Children consistently use number and problem solving through daily activities, counting and sorting as part of daily routines. They make patterns using pegs and threading shapes and confidently talk about colours and shapes. Children count the number of children present and the number of syllables in their names as they enjoy rhyming songs. Children enthusiastically enjoy music, singing and ring games both indoors and outdoors. They take turns to pick a toy from the 'surprise box' and then think of a song to match what they have chosen. Children confidently use mathematical language talking about colours and shapes when building. Children have fun making patterns in paint, gloop and sand. They happily explore textures as they make collages and undertake baking activities. Children patiently wait their turn to bake, mixing sugar and butter together with increasing skill. They help roll out the mixture when finished to make cookie shapes. However, they do not always use individual bowls and on occasion some children do not follow the process to its conclusion.

Well organised observation systems are in place to effectively monitor the children's progress. Staff complete regular observations based on the stepping stones to assess where the children are at and plan the next steps. They are in the process of reviewing their planning and assessment systems in preparation for the implementation of the Early Years Foundation Stage. Children successfully undertake a wide range of planned and freely chosen activities, with staff responding to incorporate the children's ideas and suggestions. Staff demonstrate a broad understanding of the early learning goals and use this to plan a challenging and interesting curriculum that includes all areas of learning. Effective use of open ended questioning ensures that children extend their language, develop their thinking and show that staff value what they say. Well presented displays of the children's work successfully contribute to promoting their self-esteem. Good photographic evidence supports staff to demonstrate how children learn and progress. Memory books help children enthusiastically recall events and activities as they look at them together and alone.

Helping children make a positive contribution

The provision is good.

Children establish strong and respectful relationships with staff and each other, making friends easily and seeking them out to play with. They show good self-esteem as they confidently ask questions and actively make choices within the daily routines. Sensitive staff warmly welcome and support the children valuing their individuality. Children receive consistent praise and encouragement, with effective support to help them learn and progress. They learn to share and take turns as they play games and take turns to be doctor in the role play area. Children wait patiently to use the computer or for a space to have snack.

Meaningful activities help children become aware of similarities and differences, which in turn increases their understanding of the wider world. They listen intently to stories and enjoy topics that include people who help us. Children enjoy exploring on local walks to broaden their knowledge of the local community, with memory books and photographs to help remind them of what they have seen and done. Books, toys and pictures promote positive images around the setting. Staff and children share their home experiences with each other as part of planned and spontaneous activities, such as at group time.

Children's behaviour is very good and reflects the staff's high expectations. Children understand consistent boundaries, demonstrating care and respect for each other. They help each other tidy away and show concern for the feelings of others. Children have good negotiating skills, as they share equipment, take turns to pass the ball of string in the spider's web game and wait to bake. They listen with interest to what each other has to say and chatter together as they

play. Staff role model good practice by showing care and consideration for others for the children to imitate and develop their skills. Children with learning difficulties and disabilities receive very good support from nursery staff and other professionals. They integrate well into the setting and parents are well informed about their progress and daily routines.

Partnership with parents and carers is good. Parents receive good information about what the children are doing at nursery, on a daily basis at the beginning and end of sessions. Regular updates and opportunities to discuss children's progress aid communication. A parent's notice board in the entrance enables parents to stick up ideas and activities that their children have done at home. Staff and parents work well together to meet the children's individual needs. The setting has started to develop systems for parents to show how the stepping stones and the 'Birth to three matters' framework help children progress. However, it is too early to fully see the impact on how it will help parents understand how children learn. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. They are extremely happy with the service offered. Parents agree that they are well informed and able to discuss concerns as they arise. They find the nursery a happy, social place where children enjoy coming and develop their confidence. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management of the nursery are good. Effective organisation of the educational provision consistently supports children's care and learning. The well experienced staff team demonstrate a good understanding of their roles and responsibilities to ensure they successfully meet the children's individual needs. Strong working relationships ensure that the staff team follow effective procedures to develop, monitor and evaluate the provision. The team work successfully together to review and assess the provision, using action plans to highlight areas for improvement. A well experienced and structured management team effectively monitor and support the nursery.

Staff access a wide range of in-house and local authority training courses, demonstrating a high commitment to training and development to consolidate practices and further enhance the provision. The nursery ensures all staff complete mandatory training and have started to compile resource files for staff to share and consolidate information gained from all courses they attend. The staff team have individual areas of responsibility, relevant to their skills and strengths. A comprehensive range of policies and procedures are in place to support good practice and offer an effective service, and regularly updated to meet changes to legislation. Staff use numerous opportunities to meet together daily to share information, discuss practice and raise concerns as they arise. Activities are regularly evaluated and working practice reviewed at staff and planning meetings. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider reviewing the planning and organisation of lunch times
- consider how routines are planned to ensure that all children's individual needs continue to be challenged and their extend choices. (also applies to Nursery Education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop parents' understanding about the early years curriculum and the different ways in which children learn. (also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk