

Little Impressions Day Nursery

Inspection report for early years provision

Unique reference number

EY360529

Inspection date

12/10/2011

Inspector

Debra Davey

Setting address

Unit 9, St. Albans Road Industrial Estate, St. Albans Road,
Stafford, Staffordshire, ST16 3DR

Telephone number

01785 252777

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Impressions registered in 2007 with the current owners. It operates from four rooms, within a converted industrial unit on an industrial estate, close to Stafford town centre. The nursery serves the local and wider community. It is accessible to all children and there is a fully enclosed area for outdoor play. The nursery is open from 7.30am to 6pm, weekdays, 52 weeks per year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for 41 children. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 50 children attending all, of whom, are within the Early Years Foundation Stage. The setting provides funded early education to three and four year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff, all of whom, hold appropriate childcare qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the nursery make good progress overall in their learning and their care and welfare is well promoted. Safeguarding systems are thorough and partnerships with parents are adequate. Staff know the children very well and as a consequence, manage their individual needs well. The owners and management are fully aware of the nursery's strengths and the areas which require development and are taking appropriate steps to bring about improvement. As a result, the nursery's capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the environment contains resources that are appropriate and well maintained with particular reference to the sand trays
- improve further the system of sharing children's next steps with parents and carers
- broaden children's Information, communication and technology experiences through organising appropriate resources and opportunities

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted because the adults working at the nursery, at all levels, have a good understanding of their roles and responsibilities in relation to child protection and keeping children safe. Their knowledge and

understanding of potential concerns and how to respond, depending on their role, is secure. Procedures for the recruitment and induction of staff are robust and the vetting of visitors and adults other than parents collecting children is thorough. Little Impressions is effectively led by the manager, supported by staff who are committed to providing quality learning experiences for the children. Staff meetings and acceptable partnerships with parents ensure that the evaluation of the provision is inclusive and purposeful.

Children with special educational needs and/or disabilities are well supported by staff in association with other agencies. Children learn about similarities and differences between themselves and their friends and about the beliefs and cultures of people in the wider world.

Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. The indoor environment is welcoming and provides good opportunities for children to make choices about their own learning and play. The outdoor environment is well resourced with a broad range of equipment to support children's learning across all six areas of development. A garden area provides children with opportunities to plant and grow vegetables and herbs and construct using natural resources.

Partnerships with parents is satisfactory. On induction, information is obtained from parents which is used effectively to determine the children's starting points however further identified next steps are not systematically shared with all parents which may limit parental support in children's learning and development at home. Daily discussion between parents and keyworkers and a daily written diary ensure that purposeful relationships are developed, resulting in children settling well and feeling secure within the setting. Parents access information regarding the group through the use of a parents' notice board and newsletters. Partnerships with other providers of the Early Years Foundation Stage are established and effective. Links ensure that welfare needs are supported and that information on children's progress towards the early learning goals is shared.

The nursery's capacity to maintain continuous improvement is good. On-going reflection and self-evaluation ensure that the owners and management accurately assess the nursery's strengths and the areas for development and take prompt action to improve outcomes for children.

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

Staff work well as a team and are committed to improving outcomes for children. Learning resources offered to children are generally good, however, some resources are not always accessible, an example being a sand tray with no sand in it. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into pre-school life.

The learning environment indoors is welcoming and child-friendly, with space for

children to move around and explore. Resources are generally purposeful, however, developmentally appropriate resources to support information and communication technology are not extensive. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern.

Children understand good hygiene practices and happily wash their hands before mealtimes. Children gather together to eat and enjoy conversation with both adults and peers. Children are excited when they access the outdoor area with one child saying 'I love being outside'. They jump on the trampoline and pedal trikes safely negotiating the space. Children using the trampoline are reminded by staff of how to keep safe by holding onto the bar. Achievements are rewarded with stickers, for example, when using a scooter for the first time. Children are warmly praised by staff and congratulated, children show their pleasure as they grin happily. A reward chart is displayed in each room as is a 'WOW' board which celebrates achievements by children, such as, taking the first steps, attempting to write their own name and counting. These accomplishments are supported by displays of the children's work in every room and photographs displayed on the walls of their family member giving children a sense of belonging. Children enjoy creative opportunities, such as, painting bats and creating collages of paper pumpkins and hanging them from the ceiling in time for their Halloween celebrations. Children have opportunities for physical indoor play. A child rolls around on soft play equipment independently, crawling, balancing and encouraging another child to join him. They giggle as they crawl on their stomachs over a cushion and show a good understanding of spatial awareness.

Staff take very good steps to promote children's good health and well-being and the procedures to provide care for children when they become ill and to prevent the spread of infection are thorough. Children's dietary needs are well met as they are provided with freshly prepared meals and snacks which include, fresh fruit and milk. They are encouraged to adopt a balanced diet to support a healthy lifestyle and so maintain their good health. They have access to water throughout the day ensuring that they remain hydrated.

Children understand how to evacuate the premises in an emergency and are reminded how to use equipment safely. Children develop the habits and behaviour appropriate to good learners, their own needs and those of others. They join in, make friends and respect each other, taking into account their diverse needs and backgrounds. Children respond to the expectations of the staff for good behaviour. Children understand the daily routine and respond appropriately. As a result children are fulfilled and feel valued as part of the setting. Overall, children are confident and show good levels of self-esteem.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met