

# Little Flowers Day Nursery

9 St. Georges Road East, ALDERSHOT, Hampshire, GU12 4JQ

<b>Inspection date</b>	17/04/2013
Previous inspection date	30/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The owners and the manager of the provision work very closely with the local authority, parents and staff to continuously improve the quality of the provision
- The manager provides staff and children with a positive role model due to her involvement in working as part of the team
- Staff provide good opportunities for older children to explore different resources, as they use the sensory and soft play rooms on the first floor of the premises
- Staff work well with parents and other agencies to meet children's individual needs
- Children are happy and settled because staff respond quickly to their individual needs and communicate in a positive way during their play and everyday events.

### It is not yet outstanding because

- Staff do not take all possible opportunities to enhance babies' sensory development through opportunities for them to explore a wide range of real life or natural resources
- Staff do not plan regular visits to large open spaces, to fully extend children's ability to run at different speeds, negotiate space and avoid obstacles.

## 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.

## Inspection activities

- The inspector observed activities in the baby room, pre-school room and outside play area
- The inspector completed a joint observation with the manager of the provision in the baby room
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan
- The inspector took account of parent's views spoken to on the day of the inspection and from documentation.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

Little Flowers Day Nursery registered in March 2012. The nursery is situated in a residential area just outside the town centre of Aldershot in Hampshire. There are seven separate areas for children arranged over two floors, with a kitchen and toilets. There is an enclosed outside play area. Children attend from the local and surrounding areas. The nursery opens five days a week, all year round, excluding bank holidays. Sessions run from 8am to 6pm. The nursery is registered on the Early Years Register. There are 101 children on roll in the early year's age range. The nursery supports children with special education needs and/or disabilities and children learning English as an additional language. The setting is in receipt of funding for the provision of free early education to children aged two three and four. Children attend for a variety of sessions. There are nine full-time and four part-time members of staff who work with the children. Of these, 11 hold appropriate qualifications to at least level 2 or 3. One member of staff is currently working towards a level 3 qualification. The nursery also employs a cook. It receives support from a teacher/mentor from the local authority.

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

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

- extend the range of real life and natural resources in the baby room to enhance their exploration and sensory development
  
- enhance the opportunities for children to visit large open spaces and develop their ability to run at different speeds, negotiate space and avoid obstacles whilst playing racing and chasing games.

### Inspection judgements

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

Children make good progress in relation to their developmental starting points and are enthusiastic learners. Consequently, they are well prepared for their future learning, and for starting school. They make good use of the accessible resources and are motivated in their play. Staff fit in with children's ideas, talk aloud, and gently and patiently ask open questions, which help children decide what to do for themselves. For example, children make their own den in the outside play area using a camouflage parachute. Staff complete regular observations of children's learning which they link to guidance, to identify and implement the next stage of their learning. These are incorporated into summaries of

progress and are shared with parents during meetings that are held three times a year. Consequently, parents gain a good overview of their children's progress over time. Parents are also involved in children's learning daily because staff share information about their progress each day. Children are provided with a good range of activities and experiences. Staff plan topics related to children's interests, such as transport and pirates. For example, they create pretend roads and provide large cars, teddies and people, which children use for role play. Children are able to develop their imaginations as they tell their own stories through these activities.

Staff promote children's ability to communicate by repeating words they say and making sounds. Older children show good self-confidence and develop good vocabulary, as they communicate with staff and others during their play. For example, they discuss how their favourite toys work. Children respond positively to staff involvement in their play, as they follow suggestions that inspire them to move imaginatively. For example, they pretend to swim like fish on the play mats. They enjoy climbing in and out of a ball pool and using large scoops to collect the balls. Staff take children on outings to the nearby park, due to the small size of the outside play area. However these visits are not always on a regular basis. Consequently, children are not thoroughly able to extend their ability to run at different speeds, negotiate space and avoid obstacles, whilst playing racing and chasing games. They do, however have access to daily outdoor play. Children show interest in looking at books, are keen to identify letters in words and make associated sounds. They listen to stories with increasing attention and enthusiastically join in with the parts they know. As a result, they are developing good early reading skills. They are beginning to write their name with most letters correctly formed and enjoy drawing pictures of their family. This supports children's pre-writing and early writing skills. Children show confidence as they identify numbers and the rules of games. These support their understanding of simple logic and solving simple problems.

Staff respond in a positive way to the information children share. Children develop an awareness of their own identity as they look at photographs of themselves and members of their family displayed in each group room. They have access to a computer and are beginning to learn how to use the mouse to operate simple programs. Some children particularly enjoy using a voice activator to record and play adults' and children's voices. Children experience dark and light environments as they use torches inside blackout tents, and look at bubble machines. They are knowledgeable about simple technology and are able to operate a good range of push button equipment. These skills will support them in future learning.

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

Children are happy, settled and well behaved, because staff respond quickly to their individual needs and communicate in a positive way during their play. They give children lots of cuddles until they are comfortable to separate and play independently. They are particularly aware that younger children need this reassurance when there are unfamiliar people in the baby room. Babies are beginning to form close friendships and play alongside others. For example, they lie together in a play tent and pretend to go to sleep.

Staff provide good opportunities for children to choose what they do and follow their lead as they make choices and explore their surroundings. Babies have access to a good range of indoor and outdoor play equipment. However the resources are generally made from plastic and do not include many real life and natural objects to enhance children's exploration and sensory development.

Children show good independence as they make decisions during their play. They form good friendships with others and enter into lively imaginative games. For example, they run about and pretend to be their favourite cartoon characters. Children's good health is promoted because they are provided with nutritious meals, prepared by the nursery cook. Children eat well as they help themselves to fresh fruit at snack time and choose fillings and salad to make their own sandwiches. Staff keep the equipment clean, and are aware of, and comply with, requirements of health and safety legislation. Children are provided with a good range of resources, both indoors and outdoors. The nursery have recently provided children under two years with their own separate outside play area, which can be accessed easily from their play room. This has been fitted with artificial grass, which enhances the opportunity for them to play safely outside in all weathers. Children learn about their own safety, as staff teach them to use the stairs to the first floor of the premises. Staff plan activities that promote children's awareness of difference and celebrate special events in children's home lives. For example, they buy dragon masks, play Chinese music and provide children with a lunchtime meal for Chinese New Year. Children who are learning English as an additional language also make good progress. Staff ask parents for words in children's home languages which they use during the day. Consequently, children feel comfortable talking to each other in their home languages, during play. Their home languages are valued and represented in the nursery and they feel safe and secure as a result.

Arrangements for children who move on to school are robust. Staff invite teachers from local schools to visit the provision and also visit the schools themselves, before children leave the provision. This helps to give teachers an understanding of children's development and provides children with a familiar face that helps them to settle when they first start school.

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

Staff have a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. They understand their responsibility to protect children's welfare. The manager regularly reviews staff understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. For example, staff discuss these at staff meetings. All staff have appropriate checks completed to ensure they are suitable to work with children. Children's safety is maintained through the use of risk assessments. Staff are aware of potential hazards. They supervise children well at all times, for example, when they are using the outside play areas and the stairs to the first floor rooms. The manager uses her observations of staff practice to support and promote their development.

The inspection was brought forward because of concerns raised about children's access to energy drinks and medication, and the maintenance of carpets. It was found that staff are vigilant in how any staff drinks and medication are stored, so that children cannot access them. Cleaning schedules are followed daily but it was found that on the day of the inspection the carpets had not been vacuumed effectively. The provider took swift action to rectify the situation during the inspection and has a suitable strategy in place to ensure that this issue does not reoccur.

The manager and room leader monitor the learning and development activities and planning. The manager's close involvement in working with the owners of the provision and alongside staff and children means that she can clearly observe activities, share information and give feedback. This means that that overall, activities have sufficient depth, breadth and challenge and meet the needs of children. Recommendations made at the last inspection have been met. There are rigorous and effective systems for self-evaluation that inform the setting's priorities and are used to set challenging targets for improvement. Since the last inspection, the new owners have completed a relevant childcare course, which has enabled them to develop a good insight into child development and be in better position to advise and support staff. Consequently, staff are now provided with increased training opportunities, which has helped them to become more confident in promoting children's learning. For example, their attendance at 'Military Matters' training has helped them to develop communication with children's parents when they are posted abroad. Consequently, parents continue to be involved in their children's learning whilst they are away. The new owners are very committed to continuous improvement and use their energetic and enthusiastic approach, as well as action plans to achieve this. Since the last inspection they have introduced numerous new initiatives that have improved outcomes for children. For example, they have provided a sensory and soft play room on the first floor of the premises and an additional outside play area for the babies. The nursery are taking part in an attainment project, which is a Hampshire wide initiative that enables staff to create the right learning environment and help children reach expected levels of development and beyond. The owners and the manager of the provision work very closely with the local authority, parents and staff to continuously improve the quality of the provision. Plans for the future include aims to replace the baby room flooring to create more suitable space for messy activities and mealtimes. Staff establish effective communication with professionals in order to identify all children's needs and help them make progress. For example, the provision work alongside speech and language therapists and support workers who visit the nursery and make suggestions to further children's development and reduce gaps in their learning. Consequently, children's individual needs are well met and they receive continuity in their care and learning.

## 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>	EY438678
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	910622
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Woodside Trading Limited
<b>Date of previous inspection</b>	30/04/2012
<b>Telephone number</b>	01252 341 819

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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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