



Little Chums Nursery

Inspection report for early years provision

Unique Reference Number	EY297852
Inspection date	14 July 2005
Inspector	Lynn Amelia Hartigan
Setting Address	Beehive Lane CP School, Beehive Lane, Chelmsford, Essex, CM2 9SR
Telephone number	07840 285878
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Registered person	Little Chums Nursery
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Chums Nursery opened in 2005 and operates from a classroom within the grounds of Beehive Lane Primary School in Chelmsford. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 12.30 term time only. Children have access to a secure enclosed outdoor play area.

There are currently 22 children aged from 2 to under 5 years on roll. Of these 5

children receive funding for nursery education. Children come from the local catchment area and wider community.

The nursery employs five staff. Four of the staff, including the manager's hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy through regular and efficient routines such as hand washing before snack, lunch and after using the toilet. They are able to use the toilets and wash their hands independently. They are protected from illness as the nursery follow well documented policies regarding illness, medication and accidents.

Children are offered a choice of healthy snacks and drinks. They choose from a selection of fruits, milk or water. Children discuss what food is good for them for example two children discussing their drinks decide that milk is good for their bones. Children's dietary needs and allergies are catered for as the staff ensure they are aware of their individual needs. Children can independently pour themselves drinking water as it is available throughout the session.

Children enjoy outdoor play and have opportunities for physical exercise. This includes an enclosed grassed area with mature trees providing shade or the use of the school playground with large climbing apparatus. The children show great enthusiasm when playing outdoors particularly in their new grassed area. This is currently the children's campsite and the children play happily in the tents. Children show skill when using the climbing apparatus and negotiate space well when running and walking.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a bright, attractive classroom that is clean and well maintained. Children's art work and posters are particularly welcoming. Specified areas are clearly defined by signs such as the book corner, craft area and coat pegs. The children are secure and settle well within their environment.

Safety is considered as a priority by staff. Children are kept generally safe as staff carry out risk assessments indoors however, children's safety is not fully ensured outside as a risk assessment has not been carried out on the new garden.

Children are able to choose from a range of toys and play equipment that are safe. Most of these are stored at the children's height in low level drawers and boxes. Children move freely around the room between well positioned tables and chairs. They have adequate space to play on the floor and at the tables.

Children's welfare is safeguarded as the staff have a secure understanding of child protection. All required procedures and documents are in place to promote this.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy, play happily and are enthusiastic as the sessions are well planned and designed to help them have fun and make progress in their learning and development. They have formed warm relationships with the staff and the children speak very positively about their time at nursery for example one child wanting to ".. stay three for ever" as he does not want to leave the group.

Learning experiences of younger children attending the group are effectively provided for, through the planning and assessment implemented by the staff. Children are very creative making good use of the resources in the home corner and large dolls house.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and how children learn. Children are busy and keen learners. They ask lots of questions and concentrate well on tasks with support and guidance from the staff in their chosen activities. Staff observe children well and record their progress within individual play plans to assist them when planning the next stage of the children's learning.

Children are involved in a range of activities that supports their language, mathematical, physical and creative development. They are making steady progress towards the early learning goals. Good quality resources such as the book corner, dressing up clothes and a trolley, containing mark making resources are available to children to support their creativity and imagination, however, the way these are presented to the children does not always encourage them to be accessed independently. Children show an interest in counting for example, counting cups and plates at snack time and joining in favourite number songs. They use language to describe shape and measurement within their everyday play.

Children's learning with regard to different cultures and religions is developing. Acknowledgement of different cultural festivals and traditional days are included within the plans and celebrated. This promotes children's learning and respect for others and their beliefs. Some construction kits encourage children to investigate, build, design and solve problems. Children are not always able to explore real experiences such as weather, creatures in their natural environment and plants as outdoor activities and playtime is restricted.

Helping children make a positive contribution

The provision is good.

Children are happy and secure in their surroundings. Children's individual needs are

met as there is good communication with parents. A complaints policy is available for parents, however, their ability to report complaints is hindered as there are some inaccuracies within the document.

The staff have a good understanding of equal opportunities and ensure the children have access to resources such as dressing up clothes, puzzles, dolls, maps and a very good selection of books. Posters displayed are used to provide children with diverse and positive images. A system is in place to support any additional needs of a child and staff have attended training with regard to special needs.

Children respond well to the staff's high expectations of behaviour and the adults are very good role models. They develop self esteem and respect for others by learning social skills for example sharing fruit, taking turns using a tape measure and organising themselves to play in the campsite. They are proud and excited of their achievements; showing their art work with enthusiasm. Staff in turn give ample praise and encouragement. Children have formed friendships and co-operate well for example at tidy up time.

Partnership with parents is satisfactory. Parents are provided with adequate information about the nursery. They are kept informed about their child's progress as daily activity sheets are provided. Parents are aware that they can access their children's records at anytime. They have opportunities for informal discussion with staff as they are welcomed into the nursery. Good settling in policies ensure the children are happy, confident and settle well.

Children's spiritual, moral, social and emotional development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified staff. They feel secure and settled through the use of appropriate staffing ratios and the environment is organised so that they feel comfortable and settled. There are recruitment and vetting procedures in place to ensure that children are well protected and cared for by staff with a knowledge and understanding of child development.

Children's safety, enjoyment, health and achievements are supported by the majority of the policies and procedures within the operational plan. Documents to ensure the running of the nursery are maintained and promote the children's welfare, care and learning.

The leadership and management is satisfactory. Children benefit from a team who work well together. Through ongoing staff development and training the children are achieving. The two managers delegate responsibility and the staff feel valued. There is an induction programme and appraisal system in place. Training is encouraged and staff feel supported, they are committed to their own personal development. The managers and the staff are enthusiastic and forward thinking. Links with outside agencies and professionals are in place to ensure an inclusive environment is promoted. Action plans are in place and contribute to the future development of the

nursery.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- review and update the complaints procedure for parents
- ensure the outdoor play area is regularly risk assessed

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):

- improve opportunities for children to access resources independently
- extend the opportunities for children to explore and investigate their natural environment.

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