

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY396449
<b>Inspection date</b>	15/02/2010
<b>Inspector</b>	Anne Jeanette Faithfull
<b>Type of setting</b>	Childcare on domestic premises

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 rates 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](mailto: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.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

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 Red Hen Day Nurseries Limited, Florence Avenue is a privately owned nursery. It originally registered as a nursery in 2007. It is on the Early Years Register. It operates from one main room inside a purpose built log cabin and is situated at the end of the owner's garden in a residential area of Maidenhead, Berkshire. A maximum of seven children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8:00am to 6.00pm, 48 weeks of the year. Children have access to a secure outdoor play area. The nursery has a pet rabbit.

There are currently 12 children in the early years age group on roll. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and has systems in place to support children with special educational needs and/or disabilities. The nursery employs three members of staff. They all hold suitable childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in this very caring nursery. They are extremely confident, safe, happy and secure. All children are valued, cherished and respected. All children have their individual needs met owing to the dedicated and knowledgeable staff team in place who clearly recognise the uniqueness of each child. Children's welfare is promoted exceedingly well and all children make progress in their early learning and development. Excellent relationships are in place between the owner, staff and parents. The continuous evaluation by the owner and staff ensure improvements are continually made to enhance children's care, development and learning.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing the development of the outdoor area to maximise children's development and learning experiences

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

Children are safeguarded well owing to a range of comprehensive policies and procedures in place. Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Robust recruitment procedures and the staff appraisal system ensures that staff remain suitable to work with the children. Procedures such as, recording visitors to the

nursery, through risk assessments and daily checks ensure children's safety remains a priority at all times. The nursery is extremely well organised and staff make very effective use of the space available to them. The room is bright, colourful and very appealing to children. All toys and resources provided are of good quality and the majority are made from natural resources. Children can independently select the resources they wish to play with as they are placed at their level. The enthusiastic staff team work together extremely well to make sure all children's individual needs and interest are successfully promoted. They encourage the children to begin to think about others and to recognise diversity.

Staff are highly skilled in providing a rich environment full of opportunities and activities which children thoroughly enjoy and participate in. They ensure all of the activities and experiences cater for each child's individual stage of development and needs. Staff have a very sound working knowledge of the early learning goals and ensure that these are fully covered. Staff make frequent observations that are used very effectively to assess children's early progress and to identify their next steps. Each child has their own learning journey file which includes photos' observations and items of their work. These are readily shared with parents. The owner, manager and staff continually evaluate the nursery in a variety of ways including daily reflective practice and comments from the parents. The owner and manager share the same vision for the nursery and both strive to ensure all areas for improvement are highlighted. They have identified that the outdoor area needs to be a more stimulating environment for the children so they have plans in place and have recently gained funding to enable the work to begin. Excellent systems are in place to ensure all staff have the opportunity to increase their knowledge and understanding of child care and education, by attending a range of courses.

Strong partnerships are established with parents/carers and other professionals, ensuring children's individual needs are consistently recognised and met. Parent's views are continually sought in a variety of ways including parent questionnaires. The owner and manager welcome their comments and suggestions and take action if required to ensure the ongoing development of the nursery. Parents send many thank you letters thanking the staff for the care, support and peace of mind they have given to them as a family. Parents are very pleased with the progress their children make and how efficient, caring and reliable the staff are. Daily sheets completed by staff inform the parents of their child's day including their food intake and sleep times. Excellent settling in procedures are in place for example, parents can have as many visits as they require with their child to ensure the child is happy to be left. On the day of inspection a parent arrived with their child to look around and staff allowed them as much time as they required to look around and readily answered any questions they had. Parents receive regular newsletters and can access information regarding the nursery via the website and the registration pack.

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

Children flourish in this stimulating and calm environment. All staff know the children exceptionally well and are aware of their individual needs and preferences.

This enables the children to make very good progress in their early learning and development. Children have built excellent and trusting relationships with the staff who are dedicated to ensure their time at the nursery is a positive experience. Staff continually extend children's learning throughout the day for example, talking to the children about the clothes they are trying to put on the doll and why they have to wear their coats in the cold weather. Children's early communication skills are further encouraged by the use of open-ended questions by staff such as 'what is this' and staff are very patient and take time to try to understand and help the toddlers when they are trying to say new words. Staff encourage and challenge the children, for example, asking them what they need to do next when they are building a tower. Children thoroughly enjoy sitting with the staff on the cushions and listening to a story. Staff effectively encourage the children to point to pictures in the story and to begin to help them turn the page. Staff talk to the children about the environment and encourage the children to recycle items they have used. Children are beginning to understand about the weather as they help to complete the daily weather chart and to dress 'Miles' the monkey in his hat, boots and coat as it is cold and wet. Children have many opportunities to be involved in the local community and events for example, participating in the toddle and waddle event to help raise money for charity. Regular visits to the local park to feed the ducks or to the toy library enable the children to become aware of the local surrounding area.

All children enjoy playing with a wide range of different media such as baked beans, pasta and a range of art and craft materials. They show pleasure as they squash the play dough in their fingers and use the cutters. Children participate in action rhymes and songs; they clap and copy the gestures the staff make. Children's work is attractively displayed in the room and displays of photographs of children participating in a range of activities and experiences gives children a sense of belonging. Children readily approach visitors to the nursery and include each other in their play. They show care and concern as they fetch the teddy for the new child who had started that day and give them a cuddle as well. Children experience a range of books and resources which help them to begin to understand about different cultures and the festivals celebrated. Photographs displayed show them celebrating their birthdays in the nursery. Everyday routines are used very effectively by the staff to encourage the children to begin to count such as, counting the days of the week, their fingers and simple number songs. Children experience nature in a variety of ways for example, staff open the door and talk to the children about the birds they can see and hear. Children respond enthusiastically and say they can see the bird on the roof. They also plant vegetables in the garden and help to feed the rabbit. Children are beginning to be aware of some of the behaviour rules in place. Pictures displayed at child height of teddy bears following the rules help the children to begin to understand what is expected of them. They readily respond to any request or gestures from staff. Staff continually cuddle, hug and praise the children which help them develop their self-esteem. The nursery tree has pictures and comments from parents and children about what they enjoy doing at the nursery.

Children learn about keeping themselves safe through the gentle reminders from staff for example, not to throw the toys or climb on the table. Children, staff and students regularly practise the evacuation procedures together to ensure they are

all aware of the steps to take. Staff are exceptional role models for health and hygiene. They continually use hand gel and wear gloves and aprons when changing nappies or preparing food. Children enjoy copying them and help them to wipe the tables. Children have their own beakers with their names attached and use disposable towels to help minimise cross-infection. They are beginning to be aware of healthy eating as they have a variety of fruit at snack time and a range of meals are provided for them from a local catering company who specialise in healthy ready made meals. Staff realise mealtimes should be a sociable and comforting time for the young children, for example, children are not rushed and are encouraged to begin to feed themselves at their own pace. They show great delight as they eat their curry and rice with their fingers and staff gently remind and support them to try and use their fork and spoon. Children who require bottle feeds are fed in a secure, comforting way in a quiet area of the nursery. Children are beginning to be aware of health and hygiene routines in place such as, wiping their hands for instance, as they come in from the garden and cleaning their teeth after snacks. Children can sleep when they required and staff sing lullaby songs to them as they drift off to sleep. Children have many opportunities to be out in the fresh air in all weathers as they can access a new outdoor covered area which is attached to the log cabin. They enjoy playing with a range of resources such as the sand tray, they role play in the Wendy house and jump on the small trampoline.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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](http://www.ofsted.gov.uk)

