

Little Red Hen Day Nursery

Inspection report for early years provision

Unique Reference Number	EY355804
Inspection date	12 May 2008
Inspector	Margaret Moffat
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Type of inspection	Childcare
Type of care	Full day 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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

Little Red Hen Day Nursery is a privately owned nursery. It opened in 2007 and operates from one main room inside a purpose built log cabin. It is situated at the end of the owner's garden in a residential area of Maidenhead. A maximum of eight children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00, 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 13 children from three months to under five years on roll. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery employs four members of staff including the owner/manager. Of these, three hold appropriate relevant childcare qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are protected from the risk of infection because staff are excellent role models on hygiene practices. From a young age they talk to the children about what they are doing and why. Older children show the younger ones how to brush their teeth properly and smile with delight as they show the staff their shiny teeth. This helps children to develop a very good understanding of how to keep themselves healthy. Areas used by the children are spotlessly clean and staff use gloves and aprons as they deal with children's care needs.

Staff show sensitivity to children who are being toilet trained and gently remind and encourage them to go to the toilet during the session. Staff hold current first aid certificates and follow policies and procedures very effectively and this ensures children receive appropriate care if there is an accident.

Children thrive as they enjoy an extensive range of physical activities and have regular opportunities for fresh air and exercise. They have daily access to the garden in all weathers, where they confidently negotiate the space as they ride on the sit and ride toys and have opportunities to play in the sand and water. They have opportunities to engage in more challenging activities at the local soft play area, where they take part in a mini gym session. Their finer manipulative skills and control are encouraged through activities such as play dough and art and craft.

Children benefit from a healthy and nutritious diet. All meals are home cooked and menus are available for parents and indicate the five portions of fruit or vegetables children will receive on particular days. Staff respect parents' wishes with regard to dietary requirements and food is prepared according to children's individual needs, for example, pureed, lumps or bite-sized pieces. The food is attractively presented and portions size is ample for the children and extras are available for those who wish. Meal and snack times are very social occasions and staff sit with the children talking and chatting to them about their lives. For example, a member of staff who had recently been on holiday was telling the children how she travelled and what she saw, this prompted the children to think about holidays they had been on and they talked about being on an aeroplane and going skiing and seeing the clouds which were soft. This provides children with a sound basis for future eating habits.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The risk of accidental injury is minimised because the staff are extremely vigilant and complete risk assessments to effectively reduce potential hazards. The premises are very secure and there are good procedures in place to prevent unwanted visitors gaining access. Staff deployment is very good and guarantees children are well supervised and safe at all times. Excellent routines and gentle reminders help children to learn about safety in the setting. For example, staff inform the children not to throw things around or to eat the play dough. Children practise the emergency evacuation procedure on a regular basis. This helps them become familiar with the routine and safe evacuation of the premises.

Staff provide children with a stimulating range of toys and resources which are suitable for their age and stage of development. These are of high quality and staff ensure they remain

safe and clean as they check and clean them on a regular basis. Children play and learn in a secure environment where they can move around safely, freely and independently.

Staff are fully aware of their role in the safeguarding of children in their care and demonstrate a very clear understanding of the signs and symptoms to look out for should they have a concern. Policies and procedures are in place and are current to the local authority guidelines. Parents are made aware of all policies and procedures and this further contributes to safeguarding children's safety in the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and settled within the nursery. Staff are fully aware of the individual children's needs and offer excellent support and assistance. Children arrive and happily enjoy chatting to staff with their parents about the weekend's events. Staff use this information later in the session to develop conversation and language skills as they know the children well and are able to discuss with them about their family and what they have been doing at home. All children are beginning to achieve because staff have experience and awareness of early years guidelines such as Birth to three matters. They recognise children's needs on an individual basis as they get to know them through the key carer system and completing observations on them. Children make choices about what they wish to play with and staff are on hand to assist when needed. Children's confidence and independent skills are developing well. For example, they are encouraged to put their own boots and aprons on when playing in the water. Older children confidently ask for help and praise is given for their efforts. Excellent relationships are evident as the children warm towards their key carer and look for them during the sessions if they need something. Babies clearly enjoy their time in the nursery, reaching for toys positioned near by them, shaking them and pulling themselves up with the aid of a play surface. Their early communication skills are developed as staff continually talk to them and respond to the sounds they make. Children enjoy listening to stories and pointing to the pictures. Staff encouraged them to talk about what they see in the touchy feely book. Children name the animals and say their skin is rough by feeling the different textures on the page. They confidently count the number of fins on the star fish and inform staff that they live in the sea. Children have fun as they play with rice in the sand tray. They help staff to fill the tray and then enjoy filling up containers with the jugs and pouring them out again. Children like to put rice on the floor and then use the brush to sweep it up. Children's creative and imaginative development is encouraged through activities such as junk modelling, role play, music and movement. They also have opportunities to play with a mixture of man made and natural materials, for example, treasure baskets and wooden toys. Routines are well planned to allow children the opportunities to be active, quiet and rest during their time in the nursery.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued as individuals. Staff know the children very well and enjoy good relationships with them. Staff show sensitivity as they listen and respond appropriately to children when dealing with their concerns. Children gain a good understanding of the wider community through outings and celebrating festivals and traditions. Children have access to a very good range of toys and resources to reflect positive images of culture, gender and disability. This includes small world, dressing up clothes and books and posters displayed around the room. There are effective systems in place to support children with learning difficulties and

disabilities and those who speak English as an additional language. Staff find out familiar words that children use at home to help them settle in the nursery.

Children benefit greatly from lots of praise and encouragement and from basic ground rules that are consistently applied. Staff are excellent role models and this helps children begin to understand right from wrong. Visual displays around the room at children's height help them with the golden rules of the nursery and show them a range of emotions, for example, happy, sad and bored. Behaviour management strategies are shared with parents and issues are discussed to ensure consistency.

Parents receive extensive information about the nursery through the website, newsletters and the notice board. Verbal communication on a daily basis is key to the smooth running of the nursery and keeping staff and parents up to date with care, learning and welfare of the individual children. The owner actively seeks parent's views about the nursery through the self evaluation form. They complete the outstanding outcome and highly praise the staff for the care offered to their children.

Organisation

The organisation is outstanding.

Children flourish in an exceptionally well-organised environment, where indoor and outdoor space is laid out to maximise play opportunities for them. The manager has a clear vision of the support the children need and is proactive in ensuring staff are deployed effectively. They are able to provide exceptional support to the children because all tasks, as well as childcare, are delegated efficiently throughout the team, for example keeping the environment clean and tidy. Staff show a very good knowledge of policies and procedures and these help to guide staff in their daily practice. All regulatory documentation is in place and is easily accessible. This contributes to children's health, safety and well-being.

Staff have many opportunities for professional development and are actively encouraged to extend their knowledge and learning through regular training and assessment. Core training courses, such as Paediatric First Aid and Child Protection, are attended by all staff. The self evaluation form is used as a working document to identify areas of improvement. This commitment to continuous improvement ensures ongoing knowledge of current childcare practices and effective support, learning and care of the children. The setting meets the needs of the range of 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 complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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