

Little Sparrows Nursery

Inspection report for early years provision

Unique reference number 203982
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Inspector Clementina Ogunsanwo

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Little Sparrows Nursery opened in 1998. It operates from the main hall in the Elim Pentecostal Church in the village of Ingatestone, Essex.

A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 8.15am to 5.45pm for 48 weeks of the year. All children share access to a secure, enclosed outdoor play area. There are currently 48 children aged from two to under five years on roll, some of whom receive funding for early education. Children come from the local area and attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities and those learning English as an additional language.

The nursery employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications. One temporary member of staff is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the nursery's harmonious learning environment as a result of staff's good level of care and support. Staff regularly makes observations of children's achievements and are beginning to use this information to plan appropriate activities which help them to make good progress. They keep parents regularly informed about what their children are learning and their achievements. All the paperwork required for the effective care of the children is regularly updated and used for their daily care. The nursery has completed an accurate self-evaluation of their practice and the action plan is used by staff to implement further improvements.

What steps need to be taken to improve provision further?

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

- use observations more consistently to plan for individual children and match these to the expectations of the early learning goals
- extend the range of opportunities for children to develop knowledge of the wider world
- identify the key priorities that would facilitate further improvement in the setting's development plan.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because there is a clear and detailed safeguarding policy and procedure in place, which is consistently implemented. They are cared for in a

safe, secure and well-maintained environment. A detailed risk assessment has been carried out on all parts of the nursery. Prior risk assessments are conducted for local trips, such as to the nearby park. All other required policies and documentation are reviewed and regularly updated to reflect current childcare practice. For example, an accurate record of children's hours of attendance is maintained.

The resources are well maintained and are used effectively for promoting the care and learning of the children. Staff maximise the use of the indoor and outdoor accommodation to facilitate the children's play opportunities despite the constraints due to dual use of the premises. Good use is made of visual resources and Makaton signing to ensure effective communication and social integration of children with special educational needs and/or disabilities. Staff actively supervise the children during activities, which make learning fun and extend their play sessions. Staff's excellent links to external agencies for specialist advice and support contribute to the successful inclusion of children with special educational needs and/or disabilities and the active promotion of equality of opportunity. Children speaking English as an additional language are supported well with a range of visual symbols, which enables them to acquire new vocabulary. Purposeful activities, such as the topic on Africa and dressing up in cultural costumes, are developing the children's awareness of diverse cultures.

Parents express satisfaction in the work of the nursery. They actively take part in the setting's activities, such as playing musical instruments to support the 'sound exploration' topic. Staff regularly inform parents about their children's progress. Well-organised systems enable the children's smooth transition to the next stage of their learning.

Self-evaluation is accurate and the manager is committed to improvement, having effectively addressed the recommendations from the previous inspection. For example, increased opportunities are now provided for the children to access resources, which include a visual chart that enables the children to select resources and activities of their choice. An action plan has been devised and staff are working together as a cohesive group to implement changes that would further enhance the quality of provision.

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

Children are happy and relaxed and have settled well into the familiar routines of the nursery. All children are fully included in the range of activities provided. Relationships are positive and the children happily undertake lively conversations with each other and the attentive adults. The range of activities provided, such as creative modelling, exciting boat races and role play sessions to recreate their home experiences, sustain the children's interest. Regular reading sessions, with the children independently selecting books, are developing their early reading skills. They demonstrate good use of their imagination to make links with construction equipment to make 'cars'. Enjoyable textural exploration with spaghetti and music making with the piano provide the children with stimulating

sensorial experiences.

Staff make good use of a visual timetable and chart which ensures effective communication and integration of the children with speech difficulties in learning. Behaviour is good and children collaborate well with each other during a range of lively game sessions. They take turns and cooperate well with each other and are developing positive early social skills. Snack times are well organised and are a popular social event. Most of the older children can count accurately, explore number operations and identify and write their names, developing their skills for the future.

Children's obvious enjoyment is evident in their delight during outdoor parachute games. Their increasing level of independence is evident at well-organised mealtimes, during which the children independently select their own sandwich spread. Good hygiene procedures are in place to prevent the risk of infection. Children routinely wash their hands after play sessions and before mealtimes. Their health and well-being are promoted well through provision of a healthy selection of snacks and the consistent access to clean drinking water. Regular active musical movement sessions are developing the children's awareness of a healthy lifestyle. Regular access to the outdoor environment supports children's active physical play sessions, during which they make imaginative use of a range of climbing and balancing outdoor equipment. Purposeful planting activities are enabling the children to develop knowledge of the stages of plant growth and enhancing their understanding of healthy lifestyles. Direct observation of the animal features of a rabbit and a guinea pig are developing the children's awareness of living creatures. Special visitors, such as the fire brigade, promote the children's understanding of helpful members of the community. Regular discussions about keeping safe during trips to the park contribute to awareness of safety.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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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