

# Little Foxes Day Nursery

23 Island Road, Garston, Liverpool, Merseyside, L19 1RL

<b>Inspection date</b>	29/08/2014
Previous inspection date	12/12/2011

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

- Staff are well qualified and knowledgeable about children's learning. They know their key children well and have developed close bonds.
- Teaching is good. Children are progressing well in all areas of learning and development and the good use of the outside space helps to enhance children's enjoyment and learning.
- There are good partnerships with parents, carers and other professionals and effective information is shared, which strengthens children's learning outcomes.
- The management and staff are motivated and eager to improve their practice, they work well as a team and review practice regularly.
- Staff have a good understanding of their responsibilities and the procedures for protecting children and regularly refresh their knowledge. The staff implement robust safeguarding and child protection procedures, which assures children's safety.

### It is not yet outstanding because

- The organisation of the lunchtime routine does not always promote children's communication and language development or enable them to sit comfortably together to fully enjoy the social occasion.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.  
The inspector held meetings with the manager and checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Karen Cox

## Full report

### Information about the setting

Little Foxes Day Nursery is one of three nurseries run by the same provider. It was registered in 1999 and operates from four rooms within a converted house and two additional rooms within the grounds of a purpose built pre-school unit. The setting is located in the Garston area of Liverpool. All children share access to a secure enclosed outdoor play area. It is open each weekday from 7.30am to 6pm for 52 weeks a year, with the exception of bank holidays. There are currently 34 children attending in the early years age range. The setting receives funding for the provision of early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The setting employs eight members of childcare staff, all of whom have an appropriate childcare qualification. One at level 2, five at level 3, one at level 5 and one at level 6. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- strengthen the organisation of lunchtime routines with the older children, so that opportunities for them to benefit from social experience are maximised, for example, by staff sitting with them as they eat, modelling behaviour and initiating conversation.

## Inspection judgements

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

Staff have a good understanding of the seven areas of learning. They carefully observe, assess and plan for children's future learning. Children's developmental journeys and tracking systems show how children are making good progress towards the early learning goals. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for children. The next steps in children's learning are clearly highlighted when planning activities for key children. As a result, children enjoy a wide variety of stimulating and imaginative activities which are planned by staff to meet their individual learning needs. The staff support parents to share information regarding their child's learning at home through the use of daily feedback, stay and play sessions and homework link learning books, where next steps are shared with parents and activities to support the development of these encouraged at home. As a result, parents are fully involved and a consistent approach to their children's learning is maintained. The key-person system is embedded in the setting. Relationships with children are sensitive, fully supportive and staff's rapport with young children is a particular strength. Staff show great interest in what children are doing, they notice and praise their achievements. This encouragement motivates children to persevere. Staff talk with the children about what

they are doing and ask open-ended questions to help them make links in their learning and to encourage critical thinking. Children enjoy looking at books alone or with staff. They have frequent opportunities to enjoy books and do so eagerly in the garden area and inside. Staff sit with children and talk about the pictures and what children can see. This helps children to develop their language skills and discover new words. However, opportunities to strengthen language even further, through social interaction during everyday routines are not always fully utilised. For example, staff do not always sit with children during mealtimes to encourage conversation. Staff working with the younger children keep sentences short for those who are just beginning to develop language. This enables them to listen and concentrate. Songs and rhymes feature regularly in all rooms of the setting. As a result, children are developing their listening and attention skills. Children who speak English as an additional language and those attending speech and language therapy, are particularly well supported and develop trusting relationships with their key person and all staff. Staff work closely with parents and a range of health professionals so that children's needs are fully met. This promotes children's progress in communication and language and parents comment on the good progress that children have made.

Literacy skills are supported well within the setting. For example, older children are encouraged to try to write letters from their name in the shaving foam outside. All areas in the setting are rich in print, with words, signs, shapes and numerals to allow children to see meaningful print and make connections in their learning. Older children use a self-registration process, which supports their developing literacy skills even further as they begin to recognise their name in print. Children are encouraged to problem solve, for example, when they discover that they are wearing ill-fitting aprons. Staff offer the children subtle prompts, which encourages their critical thinking, leading to the children swapping aprons with their friends until everybody in the group is wearing the correct size. The outdoor play area has further improved since the last inspection with the provision of covered areas, decking, and an artificial grassed area for children to access in all weathers. As a result, children get plenty of opportunities for exploring and investigating, physical play, exercise and fresh air.

Staff help children develop their personal, social and emotional development through good role modelling. They encourage children to be nice to each other and remind them about the importance of sharing and taking turns. Older children support those younger to put on their coats for outdoor play and fill buckets in the sand tray. Children's behaviour is managed well by staff. They have high expectations of the children, both in the way they behave and how they apply themselves. As a result, children are busy and engaged in activities, persevering with tasks and responding positively to praise and encouragement. Children are acquiring the skills, attributes and dispositions they need to prepare them for the next stages in their learning such as, school. Positive relationships, friendships and behaviour ensure this is a happy and fun place to be.

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

Children are secure, settled and very happy in this setting. They form close, affectionate relationships with their key-person, who helps them develop their confidence to explore their surroundings and increase their independence. New children are offered flexible

settling-in sessions that meet their individual needs. Parents share detailed information about the child's care needs as well as their stage of development on entry and so the transition from home to the setting is as smooth as possible. Transitions between rooms are very effective. Children visit their new room frequently and get to know their new key-person well, before they move permanently. Detailed information is exchanged between rooms to ensure all staff understand each child's unique needs. As a result, children are emotionally prepared for the next stage in their learning.

Children see examples of their work on the walls and this gives them a strong sense of belonging. They demonstrate increasing levels of confidence and self-esteem, and their behaviour is good. Children learn to use the toilet independently and they know they need to wash their hands after using the bathroom and before lunchtime, in order to prevent the spread of infection. Children in the toddler room understand the daily routine, as they clear the table ready for lunch, independently putting resources back in their rightful place. Staff support children's understanding of the importance of healthy lifestyles through a range of care practices. For example children are given plentiful occasions to be physical, they are encouraged to eat healthily and wash their hands frequently. There are ample opportunities for children to learn how to be more independent. For example, children are developing self-care skills as they begin to manage their own personal needs by putting coats on, taking off wellington boots and serving themselves lunch. As a result, children are developing increasing levels of confidence, self-esteem and independence. However, the flexible lunchtime routine is sometimes disruptive as children are unable to sit together comfortably and enjoy calm, social interactions.

Children are supervised well at all times and this keeps them safe within the setting. The security of the premises also promotes the safety of children. For example, there is an effective entry process that ensures unfamiliar people are held in the reception area and all visitors are asked to sign in the visitors' book. The setting has recently installed closed circuit television, which helps to assure children's continued safety. The age-appropriate resources are well maintained for children to enjoy, both indoors and outdoors. Staff conduct a daily check of the premises in particular the outdoor play provision. This enables staff to identify any potential risk and manage it effectively, therefore, children are kept safe. Staff offer children reminders of any dangers so they gain awareness of keeping themselves safe.

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

Children are safeguarded effectively as the management team and staff know the signs and symptoms of child abuse and neglect, and what to do if they are worried about a child. Safeguarding is high on the agenda at team meetings. Staff attend training and complete questionnaires to enhance their safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. Effective recruitment and vetting procedures ensure all staff are suitable to work with young children. Staff are appropriately deployed to ensure adult-to-child ratios are maintained and staff ensure children are closely supervised.

Staff have a good understanding about their responsibilities in meeting the learning and development requirements. They complete detailed observations and assessments on the children and are able to track children effectively, so their progress is monitored clearly. This results in children making good progress in all areas of learning and development. The manager demonstrates strong commitment and drive in carrying out her role with regards to the learning and development requirements. She monitors performance by observing staff when they work with children and through regular supervision meetings and appraisals. Ongoing professional development is encouraged to ensure that the setting has an experienced and qualified team. Regular and effective evaluation of practice and procedures includes the views of parents, children and the staff. This ensures consistency of practice and benefits children's ongoing progress.

Parents spoken to on the day of inspection said they were very happy with the setting, how approachable the staff are and the information they receive. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs. Partnerships with other settings are developing well. There are close links with the local school and children's centre to ensure the continuity of the children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	322400
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	868783
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	34
<b>Name of provider</b>	James Brown
<b>Date of previous inspection</b>	12/12/2011
<b>Telephone number</b>	0151 427 1515

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## Type of provision

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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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