



## Little People Aspull

Inspection report for early years provision

<b>Unique Reference Number</b>	EY234492
<b>Inspection date</b>	22 November 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little People Day Nursery is one of two nurseries in private ownership. It was an existing nursery and was taken over by the present providers in 2002. It is situated in a residential area of Aspull, Wigan and operates from five rooms in a converted building. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year, excluding Bank Holidays. All children share access to an enclosed outdoor play area.

There are currently 63 children on roll. Of these, 33 receive funding for nursery education. The nursery currently supports children who speak English as an additional language.

The nursery employs 13 care staff with 12 of these, including the manager holding appropriate early years qualifications. The nursery receives support from community advisory teachers from Wigan Sure Start. The nursery is currently working towards the Wigan Quality Standard.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children learn about good hygiene routines. Staff are good role models and consistently teach good practice so that children show responsibility and wash their hands at appropriate times. The practitioners are deployed well and ensure children are well supervised. The children show good levels of self care. They independently wash their hands, competently use the liquid soap dispensers and dry their hands with disposable towels. Their understanding is good and very few of them need reminding of the importance of washing their hands. Staff work well as a team to keep the premises and equipment clean. For example, they wipe the tables clean and encourage the children to help with this following creative activities. Effective procedures are implemented when children are ill; the setting contacts parents of children who fall ill at the setting, which reduces risks of cross infection.

The children benefit from daily sessions outdoors and there are well planned resources and activities indoors that develop their physical skills. Staff encourage the children to increase their independence consistently throughout the sessions. For instance, the children put on their own coats when going out to play. Staff watch and offer help if necessary. For example when one child says they can not do their zip the practitioner helps put the zip in place and asks the child to pull; the zip goes up and the child looks pleased with themselves. The outdoor area has permanent and temporary toys and equipment with appropriate for challenges the children develop their physical skills. For example, the tower offers the children climbing opportunities at different levels offering different perspectives to see the world around them. Staff make good use of the outdoor space running up and down with the children. They all enjoy the brisk fresh air until the rain forces them inside and children enjoy the time out and return refreshed into the room. Children have good opportunities to practise their skills. They play with water and sand and use small tools in their play with the water and dough. Older children are encouraged to build on their skills in being responsible for their own needs. For example, skills are refined when they fill up their water bottles or use the correct cutlery.

Indoors the children enjoy moving confidently and with imagination in the lively music and movement session with a music teacher who regularly attends the nursery. The teacher helps choreograph the Christmas play and children enthusiastically join in the action songs. The children move proudly, acting their own parts and keenly joining in group roles. They negotiate the space and props with confidence. In the music session the children listen to all types of music and join in the actions and responses with excitement.

The children enjoy nutritious healthy lunches. They help to set the table and serve the food when appropriate. They enjoy a freshly prepared meal with a choice of vegetables. Menus are displayed at the entrance and in each room to ensure parents are informed about their children's meals. Throughout the session the children help themselves to water from a low level tap.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery is welcoming and well decorated. For example, the baby room has children's pictures and low level displays and mobiles to attract the children's interests. In other nursery rooms children's work is displayed with notes to explain what the children have been doing. For example, there are displays of nursery rhymes and stories that the children have enjoyed and of the colours and numbers they have learnt.

Staff generally have a good understanding of safety. They are deployed well to make sure children can actively take part in all aspects of the day. For example, they work well as team tidying and moving equipment and furniture to allow more space for the musical performance they are practicing. The children do as the practitioners ask them; for instance, putting away some of the smaller toys, keeping themselves busy and allowing the furniture changes to be carried out safely.

The children are cared for in a secure environment where most risks have been identified and minimised. The nursery is welcoming and well decorated. For example, the baby room has children's pictures and low level displays and mobiles to attract the children's interests. In other nursery rooms children's work is displayed with notes to explain what the children have been doing. For example, there are displays of nursery rhymes and stories that the children have enjoyed and of the colours and numbers they have learnt.

Staff organise space well so that children have easy access to a wide range of toys and resources. The premises and equipment are generally well maintained and provide an interesting and stimulating environment for the children to play and learn. Risk assessments are conducted with documentation to support and record reviews. However procedures to check the outdoors space are not always fully implemented; for example, litter and unwanted items that have collected in the outside area are not always removed before the children use the area.

Children learn about safety from the staff's clear safety instructions and explanations, which help them develop understanding and encourage them to think for themselves. For example, when one child is tempted to tip out a box toys with small pieces in the middle of the room a member of staff ask 'What will happen if you tip them out?'. The child clearly understands the potential hazard and changes their mind, soon happily playing more appropriately with the toys. The children learn about safety in planned activities and displays of their work help remind them, for instance, of the need to not run or to listen. The nursery is welcoming and well decorated. For example, the baby room has children's pictures and low level displays and mobiles to attract the children's interests. In other nursery rooms children's work is displayed with notes to explain what the children have been doing. For example, there are displays of nursery rhymes and stories that the children have enjoyed and of the colours and numbers they have learnt.

Staff ensure all required documentation is in place to ensure the children's welfare is safeguarded and promoted; for example, relevant insurance is carried. Staff have a good understanding of child protection procedures and these are supported by policy statements and appropriate recording and referral systems.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident. They are able to use their initiative due to the good planning of resources. For example, they choose their own activities from those set out well by the practitioners. The children can see what is available and move with confidence making choices about their activities. They enjoy a broad range of activities. Staff allow time for the children to practice and develop their skills. For example, children finish their painting and arrange it to dry on the drying rack watched and supported skilfully by the staff. The children relate to each other well sharing ideas and exploring the toys and equipment. For example, they show each other what they can do with the tools in the play dough. They swap ideas and copy each other laughing and having fun. The children are fully involved in their activities. They join in with enthusiasm in the action songs. They are engrossed in imaginative as they play explore the sounds they imagine their cars are making.

The children contribute to their care routines. They have good independent skills, for instance, as they independently access facilities and resources. They are familiar with the setting's routines and enjoy helping the practitioners get ready for the next activity by wiping the tables, tidying up toys or sitting looking at books. Resources are planned well to help the children share responsibility. For instance, toys are clearly labelled and stored at low level, resources, such as, water bottles, tissues or drying racks are easily accessible for the children to use.

## **NURSERY EDUCATION**

The quality of teaching and children's learning is good. Staff have a good understanding of the Foundation Stage and how children learn. They use a range of methods to help the children make progress. They plan a wide range of activities for the children and balance child and adult led activities well in allowing the children plenty of time to practice their learning in freely chosen play. Staff interact well with the children showing respect and listening to the children. They seek to develop the children's autonomy and help them to share responsibility. For instance, children freely access and select their own activities and snacks and work well with the practitioners in the preparation of activities. Staff manage the children's behaviour well and enable all children to become engrossed in their activities. Planning is well established and helps the children make good progress towards the early learning goals, although links of the children's observations to the next stage of their learning is not always fully effective.

The children have good relationships and behave well, which enables them to play and learn effectively. They are curious and interested in the available activities and play well with good levels of independence and share responsibility for the personal needs. The children are confident to select their own snacks and use the toys and resources independently. The practitioners plan exciting activities for the children to develop good self-esteem. For instance, the children contribute their own ideas to a display about things they are proud of and can see their own work displayed proudly around the nursery. Children speak with confidence to each other and to staff; staff use effective questioning to extend children's thinking. For example, during water play staff ask the children which ones they think will float and why. The children respond keenly to share their ideas. Throughout the session staff use questions well to encourage the children's thinking. The children see a range of reading materials and contribute to displays in nursery.

For instance, they can see their writing or pictures of the nursery rhymes they have enjoyed. They practice sounds during planned activities, such as, the nativity play or with the music sessions which are clearly a favourite with the children who join in enthusiastically. The children readily use the writing materials readily available to them. They have good opportunities to see printed or written words around the setting increasing their understanding of language and writing.

Children have a good interest in numbers and shape and talk freely in their play, counting or talking about positions. Daily routines are used well to reinforce learning from planned sessions. For example, children count to beyond ten when helping get the plates ready for lunch. The children show good understanding in their play, holding up their fingers to show the inspector how many pieces of toast some of them have had.

Children learn about the world around them because staff plan a good range of activities, provide an exciting environment and interact well with the children. The children use a range of materials including safe, used and recycled materials. They readily access and use small tools, such as, scissors, glue sticks and blunt knives in playing with the paint or dough. Planned activities help the children learn how to use them. As a result the children are confident to trying new things, such as, using the correct cutlery.

Children have good range of opportunities to be creative in various ways. Time is allowed for them to develop own ideas and to independently access and use a broad range of resources promoting their creative development using their imagination and their own ideas. Their creative work is displayed around the nursery with care and at various heights for the children to be able to see and enjoy. They move confidently and expressively to the music and join in the singing confidently.

### **Helping children make a positive contribution**

The provision is good.

Children are cared for by staff who work with parents well to meet the children's individual needs. They meet with the parents when children enter the nursery or move into a new room to aid the transition and continuity for the children. Staff are aware some children may have learning difficulties and/or disabilities or English as an additional language and have appropriate arrangements to ensure their needs are met in liaison with parents. For example, they have good links with local teaching team for support and advice and regular meetings with parents.

Children have a good sense of belonging in the nursery and good levels of autonomy and independence. Children spontaneously help with the tidying up of toys or the moving from one activity to the next and prepare themselves eagerly, whether this is washing their hands or putting on their coats. Some children give the staff hugs as they enter or depart. The children understand responsibility and behave well. They make decisions in their own activities by getting their own drinks or choosing their own activities in their rooms. Staff encourage a good balance of adult and child led activities. They notice if some toys are not being played with and shout out suggestions to the children, such as, 'Does anyone want to help make a castle?', or, 'Does anyone want to do pictures?'. Sometimes the children respond other times they are happy to carry on with their own activities. Staff balance this well ensuring all children are engaged and

enjoying a range of activities. They empower the children whenever possible either by giving time to practice things, such as, doing up their coats or using their cutlery. They ask the children if they need help and make suggestions of how they can do it themselves as they help to increase their self-esteem and independence at all times.

Children's spiritual, moral, social and cultural development is fostered. Children become aware of wider society by the provision of good quality toys and planned activities. For instance, they play with toys with positive images of diversity and acknowledge cultural festivals in art and discussions. The children are aware of their own and others' needs as the staff routinely talk to the children about looking out for each other in play and taking turns. A small verse of thanks is said before meals. This helps the children quieten and prepare themselves for the hot meal they are looking forward to.

Partnership with parents is good. Staff use documentation requested from parents well to ensure care is appropriate for each child. The parents are given full information about the children's planned activities. The current topic or theme is clearly displayed around the room and sent to parents in newsletters to make sure they know what the children are doing. Procedures are in place to obtain the parents views about their children's progress. Information about each child's achievements and progress in the Foundation Stage is regularly sent to the parents. Their views and comments are invited. Many parents respond fully giving valuable information which is used by the practitioners in their future planning of activities for the children. Staff involve the parents in developing the nursery. For example, as part of the Wigan Quality Standard award the nursery is working towards the parents have been asked about their views to develop the outdoor space to provide a more natural environment for the children to play in and learn about.

## **Organisation**

The organisation is good.

Robust recruitment and vetting procedures and a commitment to ongoing professional development and self evaluation ensure the children are well protected and cared for by staff with a good knowledge of the National Standards and child development. There is a full induction for the staff as a result they understand the setting's aims and policies and work well as a team to ensure the children's well-being. Staff have high regard for the well being of the children. They show respect for the children, their parents and each other and work hard to provide a stimulating environment. The adult to child ratios positively supports the children's care learning and play. All of the staff hold a relevant qualification which means the children are cared for by well trained and qualified staff. Policies and procedures work in practice to promote the children's health and safety. They are well informed, clear to read, and are implemented well by the staff. All documentation is readily available to parents and individual children's record shared effectively with parents.

Leadership and management is good. The setting has a strong commitment to assess its own strength and weaknesses. They have good systems to support and develop their staff. They have regular training opportunities, staff meetings and annual appraisals. They also have a system of peer observations to enable evaluation and the recognition and sharing of good practices. Consequently the practitioners are well motivated and informed. The setting is

committed to the improvement of its care and education for all children. They have strong links with the community teaching team and the local Sure Start to help develop and improve their services for the parents and children. They are currently working towards Wigan Quality Standard. This has involved, for instance, working with parents to plan the development of the outdoor space and to demonstrate how effective the setting is in monitoring and evaluating their care and nursery provision. The practitioners are confident and keen to talk about their procedures and practices and are keen to try new ideas. For instance, a new system of recording observations of children is implemented due to the staff commitment and understanding although these are not currently fully effective in planning the next steps for individual children's learning.

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

### **Improvements since the last inspection**

At the last inspection a number of recommendations were agreed. It was agreed to: provide soft furnishing in all areas of the nursery to allow children to relax or sit; to review the entrance arrangements to ensure parents do not unduly affect the organisation and cleanliness of the baby room; to ensure babies are restrained using appropriate straps and safe procedures followed for babies sleeping in cots; ensure Environmental Health and Safety regulations are complied with; and that the use of the outdoor areas is improved to include opportunities with more challenge for physical activities and to examine living things.

Since the last inspection the above recommendations have been addressed. Domestic or soft furnishing are provided throughout the nursery for the children and staff; five point safety straps are used to restrain children using high chairs and staff regularly check babies sleeping in cots; all Environmental Health and Safety regulations are complied with; and the outdoor area has been further equipped to offer more challenge to the children.

As a result of these actions the children's health and safety is improved. The practitioners and children have access to appropriate furniture throughout the nursery and the outdoor area has been further equipped to offer climbing challenges for the children with further developments in progress, in partnership with parents, to enable the children to examine living things within the natural world.

### **Complaints since the last inspection**

Since the last inspection 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 complaint record may contain complaints other than those made to Ofsted.



## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### 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):

- ensure risk assessment procedures are always effectively carried out when using the outdoor play area.

#### 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):

- use information gained from observing and assessing children to inform future planning and identify individually what children need to learn.

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](http://www.ofsted.gov.uk)