



Little People Farfield

Inspection report for early years provision

Unique Reference Number	320804
Inspection date	12 September 2006
Inspector	Ann Webb
Setting Address	Farsley Farfield Primary School, Cote Lane, Farsley, Leeds, West Yorkshire, LS28 5ED
Telephone number	2566495
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Registered person	Little People Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Little People, Farsley Farfield Nursery opened in January 2001. It is privately owned. The nursery serves the local community of Pudsey, Leeds. It operates from three buildings on the same premises. One main building provides day care for children aged three months to five years, and has three main rooms. The two smaller buildings provide out of school facilities, one for children under eight years, and one for children over eight years.

There are currently a total of 137 children on roll, aged from three months to 11 years, of whom one three-year-old is in receipt of funding. The setting supports children with learning difficulties and disabilities.

The group opens five days a week, all year round, except for the Christmas holiday. Sessions are from 07:30 to 18:00 hours.

There are 25 full and part time staff working with the children. The majority of staff hold a relevant childcare qualification. Several staff are working towards a recognised qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's understanding of healthy eating is good, they eat lots of fresh fruit and vegetables at mealtimes and for their morning and afternoon snack. The older children help with the preparation of fruit and choose bananas and pears to cut up themselves. Healthy eating is further promoted through the nursery's recent consultation with parents regarding children's diets, this has resulted in all processed food being removed from the menu. Planned activities, such as a good-food bad-food game, make your own pizza and keeping teeth healthy help the children to recognise which are healthy ingredients. All the children's meals are freshly cooked each day and a two week menu is displayed for parents.

Hygiene routines are well implemented by the staff and the children have a good understanding of personal hygiene. For example, they wash their hands after toileting, before they eat food and help in the cleaning of table surfaces. The staff further promote the children's understanding by being positive role models, for example, they follow good nappy changing routines, wear protective clothing and wash their hands. They explain to children that cleaning hands washes off the germs. During the hot weather the children learn effectively about protecting themselves from the effects of the sun, they apply sun lotions and wear hats whilst playing outdoors.

During outdoor play the children have good opportunities to be active and to exercise. They jump between tyres, ride tricycles and climb and jump from climbing apparatus. The children also enjoy the opportunity to run freely on the grassy fields close to the nursery. Younger children and babies are able to play outdoors in a separate play space, they use appropriate equipment to help them crawl and practice their walking skills in a safe environment.

The children are able to rest and sleep in accordance with their parent's wishes and own sleep patterns. Their health and well-being is further promoted through a clear sickness policy and the effective management of children's illnesses, for example, children with an infectious illness are required to remain at home.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children's safety is well promoted with all areas safe and suitable for their purpose. For example, a buzzer alerts staff when visitors arrive, their identification is checked and a signing in and out procedure gives an accurate account of the times they are on the premises. Additionally all staff members and children are signed in and out daily in an attendance register. There are good procedures to minimize risks to children. Written assessments for indoors, outdoors and outings identify potential hazards, for example, when walking by the road. The children are supervised well and are grouped together with children of the same age group.

The staff understand the needs of all the children and provide resources and equipment which are safe and suitable for their ages and stages of development. For example, the babies are fed in high chairs and safety harnesses are used to further ensure their safety. All the equipment is in good condition and presented in storage systems which successfully assists the children's independent and safe access to toys and resources.

Procedures to record accidents and the administration of medication are followed consistently by the staff, for example, parents are required to sign records which ensures that they receive accurate information regarding their children's care. Additionally the accident record is used to monitor and address any recurring problems or hazards.

The children's welfare is further promoted through the staff's appropriate understanding of the Local Safeguarding Children Board procedures. There is a written child protection policy which is understood by the staff, for example, notifying the relevant child protection agencies. Some staff have undertaken additional training and share their knowledge with other team members through in-house training. However, the child protection policy is not discussed with parents in line with other policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The children access a good range of resources and materials in most areas. For example, books, construction, jigsaws, sand and water play. Additionally they have focused activities based around themes and tigger-time when they can join in news sharing with their friends. Children are given opportunities to share their thoughts, feelings and ideas. They talk with other children, visitors and other adults and speak confidently. Babies enjoy one to one attention from caring adults, for example, with musical toys and heuristic play. Adults echo sounds young babies make and interpret meaning to children's words which encourages them to be confident and competent language users. All the children join in enthusiastically with the activities provided and enjoy story time in groups and one to one with staff.

During a printing activity children dip their shapes into trays of coloured paint, they eagerly stamp their paper and examine the pattern they make. The staff talk positively to the children encouraging them to talk about their experiences and ask them questions to make them think, for example, they ask the children what happens to the paint when they mix it together. The children's creativity is further developed through opportunities to listen to music, dance and using a variety of materials and techniques. For example, shaving foam, dried cereal and pasta.

Older children attending the after school club enjoy a good range of planned and spontaneous activities. For example, games, craft and role play. They are able to relax after school with computer games and complete homework if they wish.

Education.

The quality of teaching and learning is satisfactory. The staff have a suitable understanding of the Foundation Stage and plan a reasonable range of educational experiences for the children. They record the children's progress in individual development profiles which clearly identifies

the progress children make through the stepping stones. Children make satisfactory progress in most areas of learning but the lack of resources in the role play and mark making area limit the children's ability to extend and consolidate their mark making skills and imagination. The staff take a positive approach to behaviour management giving lots of praise and encouragement, consequently the children behave well and know what is expected of them.

The children are sociable and confident to talk to each other and with adults. They are able to sit quietly when needed and can concentrate on tasks, for example, during a printing activity they consider the shapes and colours. Most children are developing attachments to each other and seek out their friends, for example, to read a favourite book together and to sit next to at lunchtime. They are able to independently contribute toward their own care needs and attempt to fasten their own shoes and clothing. Through the celebration of cultures and festivals, other than their own, the children are developing a good understanding of the diversity of the local community. Some children make marks for a purpose, they draw lines on a board and say they are making stripes, some children know letters of their names and can identify the first letter correctly.

The children make reasonable attempts to solve mathematical problems during everyday activities. For example, when setting the table for lunch they count the number of children to 12 and consider how many more cups they need after placing six on the table. Most of the children are confident to count to five and older more able children can count beyond 10. During a matching game the children sort and match shapes, they are able to name the shapes and match them correctly, some children are beginning to use positional language and describe the size of items as big, bigger and biggest. Children take an interest in using information technology and with the assistance of staff they load a program and work through some activities.

Their physical abilities are well developed. The children participate well in large physical activities, such as jumping across tyres, riding tricycles, running in large spaces and construct using large equipment. They are able to use smaller items to build and construct, joining equipment together to make models. The children have good coordination skills and know to take care when moving and running around other children and items of furniture. They show an appropriate awareness of the effects of exercise on their bodies and know that they need a drink when they are hot.

The children engage in a good range of creative activities, for example, cutting tissue paper to stick onto paper and chalking on large chalk boards. The children can describe the effects they are making and know that lines are like stripes. They enjoy listening to music and can move their bodies rhythmically and enjoy singing together as a group knowing a range of songs and rhymes from memory.

Helping children make a positive contribution

The provision is satisfactory.

The children have good opportunities to become aware of the local and wider community, for example, the fire service, police and ambulance service have made visits to the nursery and the children have visited the library, shops and parks. Additionally the children access resources which reflect a positive image of race, gender and disability, for example, dressing up clothes,

books and jigsaws. During the celebration of festivals the children learn effectively about the traditions of others. Their spiritual, moral, social and cultural development is appropriately fostered.

There are suitable arrangements in place to care for children with learning difficulties and disabilities. For example, a key member of staff attends planning meetings, relevant training and liaises with parents and other staff. There are good behaviour management strategies in place, for example, the children are praised for good behaviour and explanations are given where behaviour is unacceptable. The staff give the children gentle reminders about not running and pushing and consequently the children behave well and know what is expected of them.

Partnership with parents is satisfactory. Most of the nursery's policies and procedures are shared with parents and their written permission is sought for outings and the administration of medication. Information regarding the children's care is shared daily both verbally and in writing and regular newsletters and notices provide up-to-date information. Parents of children receiving nursery education are informed about the Foundation Stage, however information regarding children's progress through the stepping stones is not shared with parents. There are suitable opportunities for parents to be involved in their children's learning, for example, a self-registration system and a question of the week.

Organisation

The organisation is satisfactory.

The environment is organised appropriately. The staff work well as a team and they know their roles and responsibilities. They implement routines to give children a broad range of experiences. The children benefit from well deployed staff who consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident. All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely.

There are appropriate systems in place to ensure that the staff are suitable to care for the children, for example, background checks, references, induction process and further training. There is a clear management structure which provides support for staff at all levels through supervision, appraisals and staff meetings.

The leadership and management of the nursery education is satisfactory, however, the monitoring of the educational programme does not identify the weaknesses in the quality of teaching and partnership with parents. The manager oversees the planning of the educational program and advice and guidance is sought from an advisory teacher. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care. At the last inspection the nursery were asked to improve general hygiene practices with regard to nappy changing and the storage of cleaning materials. The arrangements for the separate storage of cleaning materials is managed effectively and nappy changing routines are now consistently implemented. The nursery were also asked to preserve confidentiality with

regards to some records. A system for storing records now ensure that confidentiality is fully maintained. They were also asked to plan and organise resources and opportunities for children under three years to further develop their imaginations. Planning of activities and the reorganisation of play areas provides the children with good opportunities to be creative, be involved in role play and to spontaneously access resources. These improvements contribute successfully toward the children's care and development and the appropriate organisation of the provision.

Education. At the last inspection the nursery were asked to develop the staff's knowledge and understanding of the Foundation Stage and develop their ability to use spontaneous opportunities to further extend children's learning. Also to plan and organise resources and activities for children to build and construct. Additionally they were asked to implement a formal system to evaluate the quality of teaching and learning.

The staff have attended Foundation Stage training which has increased their understanding of how to plan and implement the educational program, this enables them to plan a reasonable range of educational activities. They also work closely with an advisory teacher. The staff use opportunities to talk and listen to the children, to extend their learning. They also use planned discussion times to enable the children to express their thoughts and ideas. Resources and activities for construction are well organised and provide the children with opportunities to build and construct using large and small materials. The system used to evaluate the quality of teaching and learning does not successfully identify all areas of weakness. Overall the improvements to the nursery education contribute satisfactorily to the teaching and learning of the children.

Complaints since the last inspection

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.

Since April 1 2004, Ofsted has received two complaints relating to National Standards 2: Organisation and National Standard 6: Safety. Standard 6 Safety, involved concerns regarding the reporting of accidents procedure. The provider responded by conducting an internal investigation in respect of the allegations and submitted a thorough and detailed report of the incident and the subsequent actions they took. Standard 2 Organisation. The concerns raised related to hygiene routines, mealtimes, staff roles and responsibilities and behaviour management strategies. These concerns were discussed with the owner and the area manager who had conducted their own investigations prior to an Ofsted investigation. All procedures and routines have been reviewed by the provision and their practice amended where needed. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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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 that the child protection policy and procedures are shared with parents.

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):

- ensure that resources in the role play and mark making area are sufficient and are used to extend and consolidate children's learning and imagination
- provide parents with information regarding their children's educational progress and development
- develop a system to regularly review and evaluate the educational program.

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