

Little People of Burnley

Inspection report for early years provision

Unique Reference Number EY293733

Inspection date 17 May 2007

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Registered person Just Childcare Ltd

Type of inspection Integrated

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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. 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 of Burnley is a private day nursery that is run by the 'Little People' nursery group. It has been running for a number of years but was newly registered in 2004. It operates from three rooms in a purpose built building; This includes a baby unit, toddler unit and a pre-school unit. The nursery is situated close to Burnley centre in Lancashire. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.45 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 86 children aged from five months to four years on roll. Of these, 44 children receive funding for nursery education. The setting serves the children of the local and wider community. The setting supports a number of children with learning difficulties or disabilities.

There are 13 staff, including the manager, working directly with the children. Most staff hold an appropriate childcare qualification and four staff members are working towards this.

This setting receives support from the Sure Start, Early Years & Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are sufficiently protected from infection as staff generally follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, they use plastic gloves and aprons when changing nappies or serving food, tables are cleaned with an anti-bacterial solution and colour coded cleaning cloths are used. A number of staff, including the cook, have a food hygiene certificate and there is a range of information to support practice, such as how to prevent food poisoning and how to store and handle food appropriately. However, good hygiene practice is not always promoted in relation to hand washing and the wiping of runny noses.

Some aspects of medicine and accident procedures are followed as required, to promote children's welfare. For example, a number of staff hold an up to date first aid training certificate, medicines are stored safely to ensure that they are not accessible to children and consent is obtained from parents to seek emergency medical treatment.

Children are generally helped to be well nourished. The setting is committed to healthy eating as they adhere to nutritional guidelines and have achieved the 'Smile for life' accreditation. Menus are displayed for parents and are planned over a four week period. A laminated arrow indicates which menu is being followed that particular week, keeping parents fully informed about what their children are eating. Menus reflect varied, well balanced meals and snacks and the nursery policy states that the use of salt, additives, pre-packed and convenience foods, along with prepared baby food, is avoided. Examples on the menu and healthy snack ideas include, pitta bread with houmous, steamed or raw vegetable sticks, spaghetti bolognese, egg and cress sandwiches, home-made potato and broccoli soup and tuna pasta bake. Children clearly enjoy the nursery meals as they readily tuck into the chicken, mashed potatoes and vegetables. Children are offered a drink at mealtimes.

Children take part in regular physical activity. They access the outdoor area daily, weather permitting, where they benefit from fresh air and use a range of large and small equipment that helps them develop confidence in their physical skills. For example, older children competently ride around on wheeled toys, negotiating space as they skilfully manoeuvre around their peers or obstacles. Younger children confidently climb on the small plastic climbing frame indoors, jumping on the platform before sliding down. Older children show good fine motor skills as they use one handed tools and equipment, such as felt tip pens, scissors and dough tools. Children's rest and sleep needs are generally suitably met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall, children are cared for in a welcoming environment where a range of displayed artwork, information and posters create a pleasant visual impact. Staff offer children and parents a warm greeting on their arrival and reassure children who are a little unsettled, with a cuddle and a suggestion of a fun activity. Children use a suitable range of equipment that promotes their development and meets their individual needs.

Effective systems are in place to promote the security of the premises, which promotes children's welfare. A buzzer system ensures that access is monitored and senior staff members are solely

responsible for allowing persons to enter the building. Most hazards are identified and minimised appropriately to help children to stay safe. For example, heaters are covered, along with electrical sockets, and accidents are monitored as part of the setting's on-going risk assessment. However, an unsecured shelf in the baby room and curled up floor mat in the pre-school room pose a potential risk to children.

Staff use explanations to help children learn to keep themselves safe, such as, the importance of sitting down when eating to prevent choking. Good procedures ensure that children are helped to stay safe on outings as they go on a variety of trips, for example, to the library or the pantomime.

Children are appropriately safeguarded because staff understand their role in child protection. The designated person is currently on maternity leave, however, sufficient arrangements are in place to ensure that the covering manager is aware of the procedures to follow in the event of a concern. Staff can identify an adequate range of possible signs of abuse or neglect and know that they must inform a senior staff member if they are worried about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and are happy in the setting. Babies and young children develop emotional well-being because overall, they experience relationships that are warm, supportive and close. Staff in the under two's rooms plan a range of daily activities, such as bean play, sand, water and pasta. These are in line with the 'Birth to three matters' framework and encourage creativity and exploration and discovery, although these planned activities are only out for a short period of time. Staff have devised detailed progress files and they are allocated an observation and activity day, along with time to complete their key children's profiles. Other general activities and resources are satisfactory and children show sufficient levels of interest in them overall. Staff are currently extending their resources to develop the areas of heuristic play and treasure baskets.

Staff in the under two's rooms show suitable levels of interest in what children do and say, for example, as they point to, and talk about, the photographs on the wall or sit and draw with them. They encourage the children to develop independence at mealtimes by encouraging them to feed themselves; an experience that they clearly enjoy. Staff sit and sing songs with the children under two years before lunchtime, such as, 'Wind a bobbin up'. The older children happily join in with the actions as they clap their hands and point to the ceiling.

Children aged two to under three years, situated in the pre-school room, take part in a varied range of activities and play opportunities. They readily say goodbye to their parents before running off to play with an activity or resource of their choosing, such as the sand, dressing up clothes, books or painting. They relate well to others and play co-operatively as they build together with wooden blocks or have their snack in small groups. They happily approach adults for support, for example, to find a particular dressing up costume or to tell a staff member that they need to go to the toilet.

Nursery Education

The quality of teaching and learning is good. Overall, staff have a very secure knowledge and understanding of the Foundation Stage. They plan a varied and generally balanced curriculum to promote children's progress towards the early learning goals in all areas of learning. A highly

accessible environment is created to enable children to develop good levels of independence as they choose from readily available resources or those in labelled tubs. Staff use a range of methods, such as skilful questioning, to help children learn effectively and be interested and motivated. Generally detailed profiles are maintained for each child, containing observations in a variety of forms and next steps for learning. However, starting points are not effectively identified, to show a clear picture of progress.

Children persist for extended periods of time at an activity of their choosing, such as sponge painting, building sandcastles, or making dough. They confidently initiate interactions with other people. For example, they link up with their peers for support, to help them make a model with the wooden blocks, and invite the inspector to have a cup of tea in the home corner role play area. Children take initiatives and manage developmentally appropriate tasks, such as putting on a painting apron or their coat. Staff talk to children about some aspects of health and bodily awareness, such as the importance of exercise. However, when asked, children are unaware of the reason why they need to wash their hands, for example, after using the toilet.

Children show curiosity, observe and manipulate a variety of objects and materials. For example, they squeal with delight at their sticky fingers as they mix the dough and poke, roll and cut it to achieve a desired shape. Photographs show children learning about change as they engage in topics about the life cycle of frogs and butterflies and observe melting ice. They additionally show children investigating worms and plastic 'creepy crawlies'. Children eagerly talk about what is seen and happening as the consistency of the flour changes as they add water to make the dough. Children design creatively using a range of collage materials and boxcraft, for example, as they make a tree or castle.

Children use language confidently in a range of situations. They initiate conversations with others, for example, as they talk to the inspector about what they are making with boxcraft materials and as they talk about illustrations looking like fireworks in the story book entitled 'Lima's red hot chilli'. Children listen to stories, such as 'The three billy goats gruff', with increasing attention and recall as staff are skilful in the props they use and the exciting way in which they read. The reading area is well accessed by the children because it is excitingly resourced. This reflects in how well children handle books.

Children respond, express and communicate their ideas in a range of ways. They readily access creative resources to explore media and materials and describe the texture of things, such as the sticky dough or rough sand. Children use their imagination in a range of ways. For example, they say that they are building a princess's castle with wooden blocks, enact the story of the 'Three billy goats gruff', dress up in costumes or feed the doll with a bottle of milk.

Children have opportunities to link sounds to letters within their everyday play. For example, they build letter shapes with wooden blocks and identify, for example, that 'tongue' and 'tree' begin with the letter 't'. Children readily make marks, including recognisable figures, often ascribing meaning to these. For example, one child tells the inspector that they are drawing a pirate. Children show an interest in numbers and counting and older children are able to point and count reliably a number of objects, such as bowls in the home corner role play area. Staff display numbers as labels and one child confidently tells the inspector that only four children are allowed in the home corner. Children use math language, such as 'under' and 'big' during story time and measure out the flour as they make dough, describing 'more than' and 'less than'. However, opportunities for children to develop skills in simple calculation are limited.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated equally and fairly and good systems are in place to ensure that they are fully included in the life of the setting and have their individual needs met. This includes children with learning difficulties or disabilities and those who have particular requirements, such as dietary or cultural.

Overall, staff work in partnership with parents and carers. Most information is shared or obtained before placement to enable staff to offer appropriate care. For example, policies are shared satisfactorily and detailed registration forms and an information booklet is provided for parents to include more specific information about their child. A daily diary sheet is used to keep the parents of the youngest children informed about their child's day. Regular newsletters, parent's evenings and range of notices keep parents informed about their children and the setting, including any changes or events.

Children learn to respond to appropriate expectations for their behaviour because staff use suitable strategies overall and satisfactorily use explanations to help children learn right from wrong. Staff in the pre-school room value and encourage good behaviour by the use of positive reinforcements. For example, children show the inspector the smiley sticker that they have received, such as, for helping to tidy up so nicely. Children benefit from a suitable range of activities and resources that help them value diversity. For example, photographs show children tasting a range of foods as they celebrate a range of festivals, such as Chinese New Year or Eid.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers in relation to the nursery education is good. Information is displayed about the Foundation Stage and areas of learning and the nursery education programme is discussed in more detail with parents through a parent's evening that takes place when children transfer to the pre-school room. Planning is displayed to keep parents informed about what their children are learning and regular newsletters include information about topics. Parents are encouraged to be involved in their child's learning. For example, worksheets are sent home as part of topics and children take turns to take home 'Rusty bear' for the weekend. Parents are encouraged to write letters and take photographs as a communication point when the bear is returned. Parents, or relatives of parents, are invited into the setting as part of the topics.

Organisation

The organisation is satisfactory.

Adults have a clear sense of purpose and a commitment to continual improvement. A detailed self-evaluation file has been devised and the setting is very clear about where they can most improve to enhance outcomes for children.

Vetting procedures are robust in ensuring that children are well protected and formal procedures for the recruitment of staff ensure that children are cared for by staff with a knowledge and understanding of child development. Staff undergo a six month probation period, which includes monthly appraisals to assess their on-going suitability and ability to carry out their role. Yearly appraisals are completed with all staff and entail staff being required to evaluate themselves and produce action plans regarding their development. Staff are well supported in their training

needs. Staff who attend courses, cascade information to the staff team during regular team meetings.

Although there is a detailed operation plan and clear induction procedures, some policies and procedures are not working in practice, resulting in a number of weaknesses in care. Although only senior staff members administer prescribed medicines and follow the procedure correctly other staff are able to administer non-prescribed medicines, such as teething gel. Parents generally give both written and verbal permission for this to be administered, however, on inspection this procedure was not followed. Although verbal permission was sought and a record maintained of the medicine given, which promotes children's welfare and safety, written permission was not in place, which is a breach in regulations.

The setting has recently had a staff change around, however, key staff have remained the same to promote continuity of care. Suitable routines are implemented, although the organisation of mealtimes means that babies and young children are waiting for some time in their highchairs or at the table before lunch arrives. This results in them becoming upset, bored and irritable. Space is organised creatively in the pre-school room to enable children to take part in a wide range of activities and become independent learners, and space is organised adequately in the toddler room. However, space is not organised effectively in the baby room in relation to sleep arrangements and the storage of space.

Leadership and management in relation to the nursery education is good. Staff work well as a team and are generally very clear about their roles and responsibilities regarding children's learning and teaching. The nursery owner works closely with the nursery manager to ensure that staff are supported and action plans are clearly followed resulting from effective evaluation of the provision. Clear aims are stated in the operational plan and reflected in the provision. Close links are held with the external teaching team and information gained is acted upon effectively to enhance and continually improve the provision for nursery education.

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 raised relating to; organisation of space, deployment of staff, medicine procedures and knowledge of child protection procedures.

Staff have now developed a procedure to ensure that medicines are checked regularly to ensure that they remain in date, which promotes children's welfare.

Staff are suitably informed about the child protection procedure, including the procedures regarding an allegation of abuse being made against themselves or volunteers. This promotes the efficient and safe management of the setting, which in turn protects children.

Staff are deployed appropriately at mealtimes in the baby room to ensure that young children are adequately supported.

The organisation of space in the baby room has not been sufficiently addressed and is reflected in the report.

Complaints since the last inspection

Since the last inspection, Ofsted has received one complaint relating to National Standard 7: Health. The concern related to accident procedures. The provider was asked to investigate the complaint and Ofsted was satisfied with the response received. The provider remains qualified for registration.

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.

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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):

- further improve hygiene practices with regards to hand washing routines and the wiping of runny noses
- ensure that the free standing shelf in the baby room and floor mat in the pre-school room do not pose a risk to children
- ensure that the correct procedure is followed by staff with regards to the administration of non-prescribed medicines
- improve the organisation of the baby unit in relation to mealtimes, sleeping arrangements and the storage of equipment.

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):

- further enhance children's profiles to ensure that they show a clear picture of progress
- improve opportunities for children to develop skills in simple calculation within the daily routine and further develop children's awareness of a range of healthy practices.

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