

Little People Nursery

Inspection report for early years provision

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| Unique Reference Number | 322995 |
| Inspection date | 20 November 2007 |
| Inspector | Victoria Gail Halliwell |
| Setting Address | Warrington Road, Goose Green, Wigan, Lancashire, WN3 6XD |
| Telephone number | 01942 244050 |
| E-mail | |
| Registered person | Andrew and Colleen Farrell |
| 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 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 Nursery is one of two nurseries owned by Mr and Mrs Farrell. It opened in 2000 and operates from an annexe to the main building of a health complex in Wigan. All children share access to a secure outdoor play area. The nursery is open each weekdays from 07.30 to 18.00 for 51 weeks of the year.

A maximum of 71 children may attend at any one time and there are currently 65 children aged from four months to five years on roll. Of these, 11 children receive funding for early education. The nursery currently supports a small number of children with learning difficulties.

The nursery employs 13 members of staff who work directly with the children. Of these, 12 hold appropriate early years qualifications. The setting receives support from an advisory teacher and an inclusion worker.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff consistently implement good hygiene practices, for example, wearing protective clothing when changing nappies and using anti-bacterial sprays to ensure all surfaces are clean. Staff respond quickly to meet the needs of children who become unwell, providing one to one care and reassurance until children are collected in accordance with the nursery's exclusion policy. Children are learning the importance of good personal hygiene through established routines, such as washing their hands before meals. Staff encourage children to be aware of their own needs, for example, asking children to consider what clothes they need to wear for outdoor play. Visits by the dental hygienist or health visitor further raise children's awareness of the importance of keeping their bodies and teeth healthy.

Children are very well nourished in accordance with their hours of attendance. Breakfast, lunch and a snack tea are served. Additional healthy snacks, such as a selection of fruit or toast are served mid morning and afternoon. Older children are able to help themselves to water whenever they become thirsty, whilst younger children are regularly offered water throughout the day. Mealtimes are valued as a social and learning experience, children are very well supported according to individual needs whilst being encouraged to feed themselves independently.

Children have very good opportunities to play outside and exercise in the fresh air which contributes to a healthy lifestyle. Staff plan well for outdoor sessions, encouraging pre-school children to be aware of their surrounding. For example, considering the temperature, the colour of the sky or the effects of the seasons on the nearby trees. Children run freely and manoeuvre small tricycles and scooters with increasing skill and control, avoiding obstacles in their path. Children have some opportunities to practise and refine their balancing skills although opportunities to use large apparatus for climbing are limited.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and their families are very warmly welcomed by the staff as they arrive at the setting, consequently children enter the setting confidently and settle quickly in their own areas. Children's artwork and photographs are attractively displayed which helps create a sense of belonging. Some low level area's particularly in the pre-school area are very stimulating, however, some areas occupied by younger children, are in comparison much less stimulating. All rooms are satisfactorily equipped, although little domestic style furniture is used in rooms occupied by younger children. Most toys and equipment are in a suitable state of repair, however, a small selection are very well used and are not well maintained.

Staff throughout the nursery are very mindful of the children's safety. They effectively implement informal systems to ensure all potential hazards are identified and appropriate action is taken to minimise any risk to the children. Children are very well supervised at all times, during babies sleep times staff are particularly vigilant and respond promptly to check on children who are stirring or coughing in their sleep. Pre-school children are becoming increasingly aware of ways they can keep themselves safe, as a result of routine explanations they understand how to use scissors safely and the hazards of running indoors.

Children's welfare is effectively safeguarded by designated staff, who have a very clear understanding of child protection and are able to implement the settings child protection procedure effectively. All staff are aware of their duty to report any identified concerns to the designated person. However, some staff have a limited knowledge and understanding of child protection issues and lack confidence in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and content. They enjoy high standards of care within a nurturing and affectionate environment. Staff know individual children very well and follow individual routines to ensure that babies are able to rest, sleep and eat in accordance with the routines they have established at home. Staff respond warmly to children and help them feel safe and secure, for example, holding them closely whilst bottle feeding or making nappy changing an enjoyable experience. Children have formed secure attachments with the staff who care for them, young babies smile when they see a familiar member of staff approach. Whilst older babies enjoy taking a break from their play to snuggle up to a member of staff.

Play materials and resources are generally well presented and very accessible, as a result children of all ages are able to make informed choices about what they play with and how they spend their time. Children under three enjoy some good planned opportunities to enjoy sensory play as they explore the sand, water or paints. Staff are familiar with the 'Birth to three matters' framework and maintain detailed records of what children can do. These records inform the next steps for children's learning.

Nursery Education

The quality of teaching and learning is good. Children benefit from a broad range of well planned activities and experiences, which help them make good progress towards the early learning goals. Staff provide a stimulating and accessible learning environment which effectively supports children's progress and encourages them to practise and refine new skills. As a result, many children competently operate the computer mouse to successfully complete pre-school programmes or select their own materials to complete a creative activity. Many children demonstrate high levels of independence, they move purposefully around the nursery collecting their own apron, helping themselves to snacks or drinks and participating enthusiastically at tidy up time. Many children show a sense of pride in their task and carefully assemble the puzzles before returning them to the correct tray.

Most children speak confidently and are encouraged by staff to express their views, thoughts and opinions during small groups discussions. Children are interested in the written word and spontaneously use the book area or seek out an adult to read to them. Older children are able to form some recognisable letters and staff provide many opportunities for younger children to develop their pre-writing skills. Although, this is not always fully reflected in written plans, which are not routinely based on observations of what children can do.

Children have many routine opportunities to develop their awareness of mathematical concepts and positional language. For example, staff ask children to stand beside, in front or behind another child. During water play staff support children's spontaneous activities raising their awareness of volume and capacity. As children fill and empty containers of various sizes, staff encourage children to guess which will hold the most water. Children have excellent opportunities to express their own creativity and become absorbed in the creative process. One child marvels

at the movement of the glitter in the container before sprinkling it onto his picture, he continues to experiment as he mixes the glitter and glue together before repeating the whole process. Children play with imagination, however, the role play area is poorly resourced and this hampers children's play.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children have developed secure relationships with both adults and their peers. They play cooperatively together and are learning to take turns and share resources. For example, pre-school children understand they must wait for a turn when four children are playing in the water. Staff are very positive role models, who treat those around them with care and concern, consequently older children are beginning to show care and concern for others. Children throughout the nursery are very well behaved, staff effectively implement positive age appropriate strategies to prevent unwanted behaviour, for example, using distraction techniques. Good behaviour is continually recognised by all staff who routinely thank children and praise everyday achievements, to promote children's confidence and self-esteem.

Children are valued as individuals, staff support children well and are interested in their experiences. For example, whilst playing in the water, a child begins to recall their christening the previous day, the member of staff listens with interest to the child and during circle time encourages the child to share with the group details of their 'special day'. Children have some good opportunities to learn about the cultures and beliefs of others and have continual access to play materials which reflect positive images of gender, culture and disability.

Staff work very hard to develop close working relationships with parents, they are keen to emphasise that parents are the first educators of their child and know them best. As a result, detailed information is obtained about individual children's needs and routines, so that, staff can care for children in accordance with established routines and parental wishes. Parents are aware of the open door policy and are encouraged to observe their children's activities when collecting their children. The nursery have created a particularly welcoming reception area, where parents may sit and read the nursery's policies and procedures or write comments for the suggestions box. At intervals parents views are actively sought, for example, during parents evenings all parents are given a questionnaire or suggestion slip to complete.

Partnership with parents of children in receipt of nursery education is good. Staff meet individually with parents to explain the Foundation Stage curriculum before children move into the pre-school room and provide further explanations at parents evenings. Parents are well informed of topics and themes and are encouraged to support their child's learning at home. For example, children take home threading activities to complete with their parents. Parents are also encouraged to share their own knowledge and expertise with the children through organised visits, for example, sharing details of their profession as a postman or veterinary nurse.

Organisation

The organisation is good.

A clear and effective management structure is in place. All members of the management team are clear about their respective roles and responsibilities and lead the staff team by positive example. As a result, the staff team benefit from very experienced and highly effective role

models who lead the staff in creating a safe and nurturing environment for the children in their care. Recruitment procedures are strong and ensure that all staff are appropriately vetted and suitably experienced and in most instances qualified to work with young children. Good consideration is given to staff deployment, to ensure there are an excellent range of skills and experience within each team.

The quality of the leadership and management of the nursery education is good. The general manager has retained overall responsibility for monitoring the effectiveness of the nursery education within the setting. She is an experienced practitioner who has sought external support to further improve the quality of the nursery education. She routinely observes the delivery of planned learning and meets with staff to ensure written plans help children make progress in all areas of learning. Regular supervision and appraisal meetings help to identify staff training and development needs.

Attention to documentation is good. All required records are satisfactorily maintained in accordance with the National Standards. Written policies and procedures have been devised for all aspects of the provision, these are known by staff and openly shared with parents. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following a recommendation raised at the last inspection, the setting have improved the opportunities for children to be involved in more challenging and interesting outdoor play by linking it to planned activities, such as discussing the weather, planting seasonal flowers or using the chalk board for mark making. As a result, the care of the children has been further enhanced.

Complaints since the last inspection

Since registration 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 any 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):

- provide some domestic style furniture to assist young children in developing mobility and create a more stimulating low level environment
- ensure all equipment and play materials are in a good state of repair
- improve staff's knowledge and understanding of child protection.

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):

- improve the system for evaluating planned learning and ensure the next steps for children's learning are based on observations of what children can do
- improve the quality of resources and the provision for role play (this also applies to care).

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