

# Little People Private Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	319352
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Rachel Ayo
<b>Setting Address</b>	The Beeches, 66 Bradford Road, Stanningley, Leeds, West Yorkshire, LS28 6DX
<b>Telephone number</b>	0113 2563951
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<b>Registered person</b>	Little People Private Day Nursery Ltd
<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 inadequate – notice of action to improve. The registered person does not meet 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 Private Day Nursery is one of three privately owned nurseries run by Little People Private Day Nursery Limited. It opened in 1989 and operates from six rooms in a two storey converted detached stone house. The nursery is situated in a quiet, enclosed street off a main road in Stanningley, a suburb of Leeds in West Yorkshire. There is a regular bus service and a railway station nearby. A maximum of 50 children may attend the nursery at any one time. The nursery is open from Monday to Saturday during the hours of 07.30 to 18.00 all year round. There are three separate enclosed outdoor areas to accommodate children within different age groups.

There are currently 66 children under five years on roll. Of these, nine children receive funding for nursery education. Children attend a variety of sessions. The setting serves the children within the local and wider community.

There are 24 members of staff who work with the children, most of whom hold an appropriate early years qualification. Four members of staff are currently working towards this. The setting

receives support from an advisory teacher from the local school and is currently working towards obtaining quality assurance status.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are effectively nourished. Meals and snacks are well planned over a two week period to ensure that children receive a very varied, healthy and balanced diet. Examples include chilli and rice, braised sausage, mash and vegetables, chicken kebabs and wholemeal pitta bread, homemade tomato soup, healthy cereals and sandwiches made with wholemeal bread. Meals are freshly prepared by a designated cook. No salt is added to food and any cakes provided for the children are freshly baked, which means that the cook is fully aware of the ingredients in these. Water is readily available to children during the day, thus, further promoting their all round good health.

Children clearly enjoy the nursery food. For example, younger children eagerly bite into the orange at snack time, licking the juice as it runs down their chin, and readily tuck into their lunch of macaroni cheese. Mealtimes are very sociable. Older children take turns to line up for their dinner of chicken, mash and vegetables then enthusiastically eat all of this up, whilst talking to their friends. Children engage in a good range of activities and topics to help them learn about healthy eating and living, for example, food tasting. Older children confidently name a range of foods that are not good for them. When asked what might happen if they eat too many of these they say, 'they will make your tummy fat'.

Overall, children are protected from infection and are well taken care of if they have an accident because staff implement generally good procedures. For example, a high level of staff hold a current first aid training certificate, accidents are reviewed regularly as part of the setting's on-going risk assessment and the setting has gained four stars in their 'scores on the doors' hygiene inspection. Children's welfare is additionally promoted because the cook demonstrates a thorough knowledge of food health and safety and completes a detailed daily checklist as effective practice.

Children readily wash their hands after using the toilet. Staff enable them to help themselves to the soap dispenser by the use of a foot step and children vigorously rub the foam between their fingers. Signs and photographs remind children and staff of the importance of washing their hands. Although all age groups wash their hands before meals, some of the arrangements are not highly effective in minimising cross-infection.

Children benefit daily from fresh air and exercise because excellent opportunities are provided for them to access the outdoor areas, which are stimulatingly resourced. Older children twist their hips from side to side as they manoeuvre the balancing wheel, laugh as they run around trying to catch their friends or ride around confidently on wheeled toys. Younger children clearly enjoy joining in with ring games and steadily climb the small frame, giggling as they slide down to a staff member who readily catches them. Babies and toddlers explore movement in a range of other ways. For example, they attempt to pull themselves up on soft furnishings or the slats of the cot, balance when crouching down at the side of the sand tray, crawl around and stretch out for toys as they lay on their tummy. Staff recognise the signs of babies and toddlers who are tired and respond positively to their individual routines. This results in them being well rested.

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

The provision is satisfactory.

Children use a generally suitable range of equipment and furniture. For example, staff can sit and feed babies comfortably on a sofa and older children are able to develop good social skills as they sit and eat together at low-level tables. Most equipment is maintained in a suitable state of repair, although some sleep mats are torn. A generally good range of accessible toys are provided in some rooms, however, the range and organisation of resources in the toddler one and toddler two rooms limits children's opportunities to engage in highly stimulating free play.

Children are cared for in an adequately warm and welcoming environment where space is organised suitably to meet children's individual needs. For example, a range of posters, photographs, children's artwork and information is displayed around the nursery, particularly in the rooms situated on the first floor. Play areas are sufficiently large enough to give scope for free movement and suitably spread out activities.

Children are cared for in a generally safe and secure environment because most hazards are identified and minimised through written risk assessments. For example, there is an effective system in place for monitoring access to the premises, gates prevent children's access to stairs and a password system is used for the safe collection of children. However, the low-level lock in the downstairs adult toilet adjoining the kitchen, stacked chairs and electrical sockets which are not covered pose a possible risk to children. Although staff check babies sleeping outdoors in prams, the current system is not effective in monitoring how often and by whom.

Children learn to keep themselves safe through explanations, discussion and topics. For example, staff sensitively remind young children not to throw sand and talk to them about why they need to move their fingers when the lid is placed on the sand tray. Older children are asked to walk carefully down the stairs; staff remind them that they need to hold on to the banister and face forward so they can see where they are going.

Children are suitably safeguarded because staff understand their role in child protection. The designated person has attended up-to-date training and staff are able to identify a suitable range of possible signs of abuse and neglect. They are aware of their responsibility to pass on concerns to the designated person or alternative senior staff member.

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

The provision is good.

Good settling-in arrangements ensure that children are well settled, secure and happy in the setting. Babies and young children develop emotional well-being because of well fostered relationships with a key person. This is additionally supported as children move between different rooms, having visits beforehand.

Overall, staff who work with the children under three years have a good knowledge and understanding of the 'Birth to three matters' framework. This means that they use this effectively in most aspects to plan activities that support young children's development, monitor their progress and identify their next steps for learning through regular assessments. Staff provide daily creative activities for young children to build on their natural curiosity as learners through exploration and discovery. For example, babies use all their senses to investigate the shaving foam as they pat their hands together, put this on their face and attempt to eat it before staff

sensitively intervene. They explore natural objects and experiment with sounds, for example, as they hit the metal tub with a plastic spoon.

Both younger and older toddlers also enjoy playing in foam or the sand. They make patterns and shapes, such as handprints, use spades to fill up buckets, create models with different moulds and feel the cold, rough texture of the sand and smoothness of the foam as they pat and scoop it with their fingers. The older toddlers play imaginatively, for example, with the cars and garage, making noises to represent the vehicles. They enthusiastically dance around the room as they listen to music and experiment with the different noises of the instruments, such as a tambourine.

Overall, children are enabled to make choices and decisions. For example, very young babies self-select from low-level accessible resources. Staff encourage young children to develop independence, such as when they allow them to feed themselves; even if this is a little messy.

Children respond well to staff who are interested in what they do and say. For example, staff in the baby room communicate warmly with the children, for example, during feeding or nappy changing or when sitting alongside them as they play on the floor. Babies respond by smiling or attempting to make sounds and gestures. Staff in the toddler rooms engage in activities to support children, for example, as they sit and play in the sand or foam, read stories or play with the small world toys or musical instruments.

## Nursery Education

The quality of teaching and learning is good. Staff have a generally detailed knowledge and understanding of the Foundation Stage, which means that they plan a broad and balanced curriculum which helps children make good progress towards the early learning goals in most aspects. Overall, staff make effective use of time, resources and the indoor and outdoor environment to ensure that children take part in a varied range of exciting and purposeful play opportunities. Staff use regular assessments of children's progress to inform and guide their planning and teaching. Children's profiles are generally very informative and clearly linked to the stepping stones. Staff use good questioning methods and balance their interaction carefully within the daily routines and different activities to extend and support children's learning.

Children use language confidently in a range of ways. For example, they talk to the inspector about the fireworks on bonfire night and express their interests, such as what they would like for Christmas. They readily show the inspector their new coat, talking about their shopping trip with mummy. Children enjoy listening to stories and have access to a range of interesting books. They have ample opportunities to engage in activities requiring hand-eye coordination and children ascribe meaning to a range of marks; some children draw clearly recognisable figures, such as a dinosaur or their family.

Children display high levels of involvement in activities, particularly outdoors, and persist for extended periods of time at an activity of their choosing. For example, they show excellent cooperation, concentration and exploration as they all work together to build a pretend bonfire, an idea initiated by themselves. They excitedly and busily collect leaves by hand or with the wheelbarrow and put them into the middle of their bonfire, made by creating a circular shape with logs.

Children take initiative and manage developmentally appropriate tasks, for example, as they put on their coats, pour their own drinks and help to prepare snack for the whole group. Children show care and concern for living things as they learn how to take care of their pet snail and

hamster. Posters and discussion, for example, relating to respect and self-discipline, help children learn about some aspects of behaviour. However, children are not always effectively learning about the boundaries set and behavioural expectations within the setting because staff do not always use positive and consistent strategies.

Children engage in simple calculation, for example, as they identify correctly how many dinosaurs are left when two are taken away from a group of four. They count beyond five objects as they point and say one number name for each item. Children enjoy maths activities as they competently and independently use the computer to find the hidden buns and match the picture cards. They sustain interest on a pre-decided construction or arrangement as they use a range of building materials. Children show an awareness of change as they talk about autumn and what happens to the leaves on the trees, such as changes to their colour.

Children show good imagination in a variety of situations, for example, as they use the soft blocks to pretend to make fireworks outdoors and tell the inspector that they are removing the leaves from their 'house' outdoors with rakes and spades. They are beginning to build a good repertoire of songs; they clearly enjoy practising the Christmas songs for the concert as they enthusiastically join in. Children are provided with some good opportunities to respond, express and communicate their ideas. However, there is a lack of accessible arts and craft resources to enable them to freely explore media and materials.

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

The provision is good.

Children are valued and have their individual needs met effectively because staff work in close partnership with parents and carers and ensure that positive relationships are fostered from the beginning. Suitable arrangements are in place for staff to inform parents about policies and procedures and staff ensure that they obtain a range of information that enables them to offer appropriate care. For example, children's individual dietary requirements are well catered for and staff ensure that very young children have their favourite comforter, such as a teddy, to go sleep with. Well planned group activities enable all children to join in, for example, even babies join in with sports day.

Effective on-going communication systems are in place. Staff record information about babies and young children's daily routine on a white board in the room and share information through friendly daily chats. Signs invite parents to contribute to the fruit bowl, parents are able to make comments to add to their child's profile through the 'at home I have enjoyed...' sheet, and parent questionnaires enable parents to share their views. For example, scores and comments made from parents about the meals provided have resulted in the menus being re-evaluated and improved. Following the birth of baby snails, parents took these home as pets for their children and staff in the pre-school room made a care handbook to support parents. Parents are fully involved in a range of events and letters thank parents for their contributions. For example, the 'what a success' letter gives a huge thank you to parents who made an Easter bonnet at home with their child. Parent feedback is very positive about the setting and care of their children.

Children benefit from a good range of resources which help them value diversity, such as books, posters and role play equipment. Staff plan a wide range of activities that help children learn about their own and other's communities, and value and appreciate the differences and similarities between themselves and others. For example, they celebrate a wide range of festivals and take part in sponsored events. Children relate well to others as they negotiate turn taking

with the computer, share the small world people or work together to accomplish something, such as a complex model with bricks.

Staff encourage children to use good manners, for example, during mealtimes, and staff who work with the younger children use consistently effective strategies to manage any unwanted behaviour including minor incidents of conflict. For example, one staff member provides another toy car as two young children squabble over the same one. Staff use praise and encouragement and acknowledge children's achievements to ensure that they develop good levels of self-esteem.

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

Partnership with parents and carers in relation to the nursery education is good. They receive detailed information about the nursery education and good arrangements ensure that parents are regularly informed about what their children are learning, for example, through newsletters. These detail current and forthcoming topics and include information about how parents can support their children, for example, by bringing something particular into the setting. A profile night and regular parents evenings provide parents with a more formal system of finding out about their child's progress. Staff encourage parents to contribute to profiles, for example, by passing on information to their child's key worker, such as new words or achievements. Parents are invited into the setting as part of topics, for example, to talk about what they do, and 'Barnaby bear' is regularly taken on holiday; parents take photographs and write about his adventures.

## **Organisation**

The organisation is inadequate.

The provider is in breach of their conditions of registration because, on occasions, they are exceeding the imposed number of children who may be cared for under the age of two years. This results in organisation being inadequate, which means that overall, the setting does not meet the needs of the range of the children for whom it provides.

Overall, record keeping systems are used suitably to promote the efficient and safe management of the setting, promote children's well-being and meet their individual needs. Confidentiality is promoted well in most aspects, however, the complaints log is not maintained in line with requirements.

Recruitment and vetting procedures are suitable in contributing to children being protected and cared for by staff with a knowledge and understanding of child development and a high number of staff hold an appropriate early years qualification. Induction arrangements are satisfactory in ensuring that staff are aware of their roles, responsibilities and the setting's policies and procedures, which work in practice in most aspects.

Staff are well supported in their personal development and on-going training and regular appraisals ensure that staff performance is monitored. Staff are fully involved in this process as they identify their own strengths and weaknesses. Staff meetings take place approximately every six months and room leader and management meetings take place more regularly to evaluate the practice.

Staff implement good routines to ensure that children feel secure and they organise their time well to ensure that children can be active, indoors and outdoors, as well as time to relax.

Leadership and management of the nursery education is good. Staff are well supported because they have allocated time to evaluate and plan activities and update their profiles regularly. Although the room leader has recently gone on maternity leave, good arrangements have been put in place to ensure that the staff member who has taken over is clear about her role and is able to lead the staff team in helping children make overall very good progress towards the early learning goals. Good links are held with an advisory teacher who regularly attends the setting to support staff. Effective arrangements are made to ensure a smooth transition for children from the setting to school. Satisfactory systems are in place for the provider to monitor the overall nursery education provision, including addressing previous weaknesses.

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

At the last inspection a number of recommendations were raised in relation to written communication with parents, safety and equal opportunities.

Ofsted's contact details have been added to the complaints procedure, which enhances working in partnership with parents.

A visitors book is now in place to support the monitoring of those persons accessing the premises, which further promotes children's welfare.

Children's awareness of diversity is enhanced because a good range of resources have now been obtained.

At the last nursery education inspection a number of key issues were raised in relation to: the layout of resources that provide a varied range of large and small equipment, particularly for creative development; opportunities for children to become confident at using information and technology equipment; opportunities for older and more able children to develop skills in calculation and problem solving and to be able to write for a purpose; and behaviour.

Children are able to freely access the computer, which promotes their learning in the use of information and technology.

Resources have been enhanced in the mark-making area and additional writing materials are provided in other areas of the continuous provision. This enables children to have further opportunities to write for a purpose.

Staff plan more challenging activities for older children within the curriculum to help them develop in the area of maths and use spontaneous events within the daily routine to additionally support this area.

Weaknesses remain with regards to some aspects of staff's management of behaviour and creative resources which enable children to express themselves through their own art and sensory experiences. Both are reflected as recommendations.

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

Since 1 April 2004, there have been three complaints made to Ofsted.

The first complaint related to National Standard 6: Safety. Concerns were raised over the systems in place for persons, other than parents, collecting children. Ofsted required the provider to investigate. The provider submitted a report to Ofsted showing what action had been taken



to promote the safe collection of children, which entailed additional documentation being devised. Ofsted was satisfied with the response.

The second complaint related to National Standard 3: Care, learning and play and National Standard 6: Safety. Concerns were raised with regards to mealtimes and the security of the premises. An inspector made an unannounced visit to the setting on 25 May 2005. The provider had already taken action to address the concerns by fitting a new key pad to the door and by reorganising the grouping of children and ensuring that they have sufficient time to finish their meals. Ofsted were satisfied with the steps taken.

The third complaint related to National Standard 11: Behaviour and National Standard 13: Child protection. The concerns were originally shared with another agency. An Ofsted inspector visited the setting on 16 May 2007. An action was raised with regards to the recording of any significant events and was satisfactorily met by the registered provider.

In relation to all three complaints the provider remained qualified for registration at the time the investigations were closed.

The provider is required to keep a record of all complaints made by parents, which they can see on request. The complaints 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- adhere to the conditions of registration at all times in relation to the number of children being cared for under two years.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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 strategies used by staff, which support children in having an awareness of the boundaries set and behavioural expectations within the setting
- improve the range of freely accessible resources which enable children to express themselves through their own art and sensory experiences.

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)