

Little People of Piccadilly

Inspection report for early years provision

Unique Reference Number	EY293778
Inspection date	04 December 2007
Inspector	Wendy Fitton
Setting Address	Piccadilly Road, Burnley, Lancashire, BB11 4PP
Telephone number	01282 411950
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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 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 of Piccadilly Nursery operates under the company name Just Childcare Limited and is one of the three registered nursery provisions in the Lancashire area of the same group. The nursery is situated on Piccadilly Road in Burnley, Lancashire close to the town centre and local amenities. The building is single storey and was originally a school.

The setting provides full and part-time care and is open for 50 weeks of the year from 07.00 to 18.00. The nursery is registered for a maximum of 71 children aged from birth up to five years. There are currently 44 children on roll, of whom 13 children are in receipt of funding for nursery education.

The nursery is divided into three separate units, for babies under two years, toddlers from two years up to three years, and a pre-school area for children from three years up to five years. There are areas for staff, an office, kitchen and children's bathroom facilities.

There are in total 10 staff employed within the setting, including the manager, deputy manager and support staff. All staff working directly with children hold appropriate qualifications in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and learn about good hygiene through daily routines and practices to prevent the spread of infection. They are protected and their welfare is closely monitored by staff as they follow procedures for medicine, accidents, emergency and sickness. Children are encouraged to wash their hands after wiping noses, messy play, before and after foods, and after using the toilet. Staff follow effective and detailed cleaning regimes as they wipe and disinfect toilet areas, tables and baby toys after use. There are clear nappy changing routines and staff wear disposable aprons and gloves, and sterilise nappy changing mats after each use. There are good sickness procedures followed and children are excluded if they are infectious. There are medication and accident records and staff have first aid qualifications.

Children learn about the importance of healthy lifestyles as they rest and sleep according to their needs. They participate in exercise as they play outside in the fresh air, use large physical play equipment, move freely and safely around the nursery areas, participate in action songs, music, dancing and relax and re-charge their bodies in the cosy areas. Children develop their physical skills as they explore malleable materials and manipulate construction toys. They use one handed tools as they cut with scissors, paint and draw. Younger children make inset jigsaws and use shape sorters. Children reflect on their own body awareness as they wash their hands and relax.

Children develop a positive attitude to mealtimes as they enjoy nutritious, balanced, home cooked foods. A cook is employed and she prepares all meals for the children and includes fresh fruit, vegetables, pasta, meat and fish. All individual dietary and cultural needs are recorded and known to key staff. Children can assess their own needs for a drink and access water throughout the day. Babies' cups are stored in the unit and drinks are provided at regular intervals. Children learn about different food from around the world and participate in food tasting activities. Children sit together at mealtimes and enjoy the relaxed social occasion. There are appropriate utensils and crockery for varying needs. Staff follow food hygiene standards as they serve food wearing gloves and aprons.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel really welcome and have a sense of belonging. They access a safe and secure environment that is child-centred, suitable for the purpose and offers access to all necessary facilities and activities to support children's developmental needs. Children are cared for in separate units according to their ages and stages of development. There are bright colourful wall displays, posters and notices that help children and parents to feel comfortable and secure. Each area is organised into specific activity areas and so children can play, eat and relax in comfort and safety.

Children have access to an extensive range of good quality, furniture, equipment and toys that stimulate and challenge them. For example, there is everyday routine furniture that includes small wooden tables and chairs for babies, high chairs, floor cushions, cots and a changing station. Older children use child-sized tables and chairs, a domestic style settee, easy chairs and various rugs and cushions. Toys support children's learning through the provision of games, art and craft materials, sand, water and malleable materials, musical instruments and books.

Children are safe and secure, both inside and outside the premises, and are not exposed to any hazards or risks. Staff follow very detailed safety procedures and there are comprehensive policies to protect children. There are clearly defined emergency evacuation procedures and fire drills are held. Risk assessments are in place and a record of visitors is in place. All precautions to minimise risks are effective and safety equipment is sited. For example, sockets are protected, harnesses are used in prams and high chairs, low glass is safe and any hazards are stored out of reach. Children have a good awareness of how to keep themselves safe and the staff give high priority to raising awareness through the road safety officer and gentle reminders of rules.

Children are protected and safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Children are cared for by staff who are vetted and have relevant knowledge and skills. Any injuries from home are recorded and staff report any concerns to the designated staff with responsibility for child protection. There is a detailed child protection policy, in line with Local Safeguarding Children Board procedures, and this includes procedures for any allegations against staff. Parents are made aware of the procedures and have access to contact details for the relevant agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a broad range of planned and spontaneous activities and experiences to support their development and all-round learning. For example, they paint, draw, make jigsaws, read books and construct with bricks and shapes. There are opportunities for children to explore their environment through free movement and exploration of toys and areas around the nursery. Children respond to the routines and rhythms of the day as their individual needs are met through free play, structured activities, nappy changing, outdoor play, singing, sleep time and meals. Children enjoy the close physical contact with their key person and staff plan activities to individual needs, wishes and interest. However, the key worker system does not fully provide consistency for children under three in relating to their care needs.

Children are very happy, confident and settled as they play purposefully and are supported and encouraged throughout the day. They develop their independence as they feed themselves, choose toys and make decisions about what they would like to play with. Children respond to positive relationships with each other and staff and spend time chatting and sharing ideas and news. They develop their creative and imaginative skills through role play, making music and using art and craft materials. Staff observe children during their play and respond to their interests as they plan activities and experiences to develop children's skills and knowledge.

Nursery Education

The quality of teaching and learning is good. Children are highly motivated and confident, and familiar with the routines and rhythms of the learning environment. They show increasing independence as they select toys and resources and tend to their own needs in the bathroom. There are some missed opportunities at mealtimes for children to develop socially and independently through free choice and decision making. Children relate well to each and their behaviour is very good. They are aware of the rules and boundaries and follow examples of sharing, turn taking and being well mannered. Children show an interest in what they touch, feel and see as they mix glitter in the water tray, manipulate play dough and create their own collage pictures with rice, string and different papers. They play imaginatively in the role play area as they plan a picnic and pretend to be a doctor.

Children use mathematical language and concepts as they measure volume of liquid required to fill up jugs; they talk about full and empty as they squeeze the sponge into measuring jugs. Children adapt shapes and materials when making junk models. They count, classify and calculate with different coloured objects and shapes. Children enjoy reading books and re-tell the story using a wide range of vocabulary and words. They initiate a conversation and ask questions about what, who, when and where. Children practise their writing through access to writing materials with pencils, paint sticks, paint brushes and glue sticks.

Children learn and relate to their community and the wider world as they participate in cultural festivals and celebrations from around the world. They invite the community road safety officer to visit and talk about the environment. Children examine objects and find out about their properties and use when examining a metal whisk in soapy water. Children talk about the past, present and future events and discuss news from holidays, birthday celebrations and Christmas coming. They operate technology and use the computer to follow instructions and operate the mouse.

Children's starting points for learning are clearly identified through all about me information from parents and other groups in nursery. A significant comment book is used throughout the day and any comments are documented in individual profiles and used to plan for activities the following week. Staff plan in the long and medium term through themes. The nursery environment covers all six areas of learning and weekly enhancement plans are in place. There is continuous provision throughout the day and focused activities for individual children. Staff take photographs and observe children carrying out activities. Each child has a development profile which holds observations, artwork and drawings, and is shared with parents to show the links to the stepping stones. The teaching methods interest children and help them to become focused and concentrate. All activities are evaluated and inform planning for the next steps of learning.

Helping children make a positive contribution

The provision is good.

Children are welcomed and treated with equal concern as staff find out about individual needs and routines. Every child has a registration form that gives detailed information to the key worker about all specific health, medical and dietary needs, likes and dislikes, and therefore, good care can be provided. Children are confident and happy as they are fully included in all aspects of the nursery. They are free to follow their own needs as they make choices from a range of equipment and resources. Children benefit and learn about diversity as they see displays, posters and books, showing different people and places. There are multicultural dolls, dressing up clothes and food tasting from around the world. Children's needs are fully met as staff are proactive in ensuring appropriate action can be taken to support children with a learning difficulty or a disability in partnership with parents.

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. There are positive strategies and clear boundaries in place according to the children's level of understanding. Children are fully aware of what is expected of them during their play as they see pictorial examples and labels for tidying up, sharing and taking turns, using manners and being polite. Staff deal with any negative behaviour on a 1-1 basis with clear explanations and discussion of how behaviour affects others. Children develop good self-esteem when they are praised, encouraged and rewarded. They display their own artwork and see their achievements around the nursery.

Children feel a sense of belonging when they observe positive relationships between their parents and key worker. Staff work closely with parents and ensure they have details of children's routines and care needs in order to provide appropriate care. Staff chat with parents on a daily basis and share relevant information and diary sheets of the day's routine. Parents have access to a wealth of information through policies and procedures, notice boards and newsletters. They comment positively on the care their children receive as they discuss staff being approachable, friendly and kind, that children are learning and developing through lots of good activities and toys that are provided, and that development and progress information is available.

Partnership with parents in relation to nursery education is good. They are informed of any themes the children are working on and asked to contribute any objects or food linked to a theme. The six areas of learning are included in the welcome information for parents and they can see photographs of their children participating in activities. Each child has a development and progress file and parents are invited to an open evening to discuss their child's progress through the stepping stones of learning. Parents are encouraged to be involved in fundraising, festivals and celebrations.

Children's social, moral, spiritual and cultural development is fostered. They behave well and work to rules and boundaries as they help and support each other, play harmoniously as a group, share and take turns. Children are independent and know about their own care needs and make choices about what they want to do. They learn about their community and the wider world as they welcome visitors to learn about safety and health; they learn about different cultures and lifestyles through books, stories, activities and festivals.

Organisation

The organisation is good.

Children are protected and safeguarded because all adults in the provision are suitably cleared and vetted to work with children. There are effective recruitment and selection procedures in place and all staff are experienced and qualified in early years. There are systems in place to monitor staff performance through appraisal and staff observation. Staff work well as a team and are fully aware of their roles and responsibilities. The registered provider ensures that staff training features regularly to update staff knowledge in current practices and to maintain good care for the children.

Children's individual needs are well met through the effective organisation of space, resources and routines. There is a detailed operational plan that highlights the overall organisation of the nursery. There is plenty of free space for children to move without restriction, and furniture, equipment and toys enable children to play, rest and eat in comfort and safety. Children are grouped according to their ages and stages of development and individual needs. They respond to the routines and rhythms of the day that take into account children's likes, dislikes and needs with planned and spontaneous activities. Staff are well deployed and there are good staff to child ratios in place to meet with regulations.

Children's welfare is best promoted through the maintenance of records, policies and procedures. There are up-to-date regulatory records for the safe and efficient management of the provision, and these include children's personal details, medication and accident records, and emergency contact details. All records are stored securely and are accessible for inspection purposes. The policies and procedures work in practice to promote children's health, safety, enjoyment and the ability to make a positive contribution. For example, admission procedures, equal opportunity policy, behaviour management policy, and all induction and practice procedures.

The leadership and management is good. The manager has a clear vision to develop the nursery following a recent refurbishment and reopening, following the recent fire. She is aiming to support staff through training and planning for the new Early Years Foundation Stage. The manager identifies the main strengths of the organisation to the team spirit and the provision of a very safe, secure and child-centred environment. She wishes to move the key worker system forward within the baby unit to provide consistency of care. The practice is influenced through regular staff meetings and day-to-day liaison with staff. The manager is fully aware of her roles and responsibilities and she works in a 'hands on' capacity to support staff in their roles and to ensure that children are well cared for and their needs met.

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, the provider agreed to: specify the procedure to be followed in the event of an allegation being made against a member of staff and make training available to key members of staff as a means to widening their understanding of child protection issues; ensure the armchair in the toddler room is maintained to a suitable state of condition and repair; ensure the toilet facilities are maintained to a suitable state of repair and condition; and to review the arrangements for serving children's meals at lunchtime with food temperatures in mind.

The provider has now reviewed the child protection policy, in line with updated Local Safeguarding Children Board procedures, and key staff have completed updated training. The premises and equipment have all been renewed and replaced following a fire to the premises, and there are new furniture, fittings and equipment. The arrangements for serving meals to the children have been reviewed and all food is served directly from the kitchen to the children who are seated ready at tables. Children's health, safety, well-being and development needs are now enhanced and maintained.

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 complaints record may contain complaints other than those made to Ofsted.

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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):

- develop the key worker system to ensure there is continuity of care and planning for individual needs for children under three years.

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):

- review the organisation of mealtimes to enhance children's independence and promote free choice.

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