

# Little People of Habergham

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY293784
<b>Inspection date</b>	20 February 2008
<b>Inspector</b>	Wendy Fitton
<b>Setting Address</b>	Padiham Road, Burnley, Lancashire, BB12 6PA
<b>Telephone number</b>	01282 774422
<b>E-mail</b>	littlepeople@habergham.wanadoo
<b>Registered person</b>	Just Childcare 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 satisfactory. 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 of Habergham has been registered since August 2004 and is one of a group of nurseries owned by Just Childcare Limited. The nursery is situated on the main A671 through Padiham in Lancashire and operates in church premises.

Full day care is provided for a maximum of 48 children from birth up to five years. There are 37 children on roll and four children are in receipt of funding for nursery education. Children with learning difficulties and disabilities are welcomed. The nursery is open from 07.30 until 17.45 Monday to Friday for 51 weeks of the year.

Children under two have a separate area, with kitchen, changing facility and sleep area. There is a large playroom with a separate quiet room attached for the children aged two years up to five years with a main bathroom and changing facility. There is a kitchen, office and staff facilities.

There are eight staff who work with the children and this includes the manager, deputy manager and the cook. There is a pool of staff from other nurseries in the group to cover for any emergencies. Nursery staff are qualified in childcare.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is satisfactorily promoted because staff take steps to prevent the spread of infection and follow appropriate measures when children are unwell. There are policies in place for accidents, emergencies and sickness and all records are available and up to date. Children are encouraged to wash their hands before food and after using the toilet and there are satisfactory nappy changing procedures in place. Staff are responsible for the cleaning and tidying of their own areas, but the baby changing area and milk kitchen is disorganised and some creams and lotions are not clearly labelled to meet with health requirements. Staff have first aid qualifications and there are first aid boxes sited around the nursery areas.

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared by the cook on site and complies with all dietary requirements. Four weekly menus are planned and offer a good variety and balance of home cooked meals and healthy snacks. The nursery achieved the "Smiling for Life" award in 2007 and therefore healthy options feature throughout the day. Children's dietary needs are known to all staff and recorded on children's information sheets. Water is accessible throughout the day and children enjoy yoghurts, breadsticks, toast and crumpets for snacks and there is meat, pasta, fish and vegetables for main meals. Children sit together at meal times and enjoy as a social occasion.

Children develop their physical skills and learn about the importance of healthy lifestyles. They rest and relax according to their needs and participate in the fresh air and exercise every day. Each age group use the outdoor garden and play on wheeled toys, climbing frames and slides. There are opportunities for children to balance, crawl, hop and jump on the obstacle courses. They sing and dance and can relax in the cosy comfortable areas to re-charge their bodies. Children develop their hand and eye coordination as they use one handed tools when drawing, painting and cutting.

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

The provision is satisfactory.

Children feel a sense of belonging as they access a safe, secure and suitable environment. There is adequate space and access to all necessary facilities for a range of activities and experiences to promote children's all round development. The nursery is welcoming to families and there are lots of photographs, notices, pictures, posters and children's own art work displayed. Space is creatively organised and children have separate play space for the range of ages and development needs. There are two baby rooms with changing area and separate milk kitchen. A second play room accommodates children from two years up to five years. There is access to an outdoor play area and changing facility. Areas are carpeted and also have wet floor space for messy and creative play. Children are provided with a range of suitable equipment, toys and furniture which meets the needs of the children on roll. For example, there is everyday routine furniture, cots, high chairs, cushions, domestic style settees and child sized tables and chairs. Toys and resources include construction toys, baby toys, books, small world equipment, drawing and craft materials and role-play equipment.

Children are safe and secure and are not exposed to any risks or hazards. Staff follow procedures to prevent any accidents. Safety equipment is in place and includes, safety gates, socket covers, security buzzers and fire fighting equipment. Fire drills are held regularly and documented and

all exits are clearly marked and free from any obstructions. Children are secure as all doors and gates are locked; visitors sign in and out and children's arrival and collection times are recorded. Detailed risk assessments are carried out by the manager and daily visual checks are in place. Children are protected and safeguarded because staff know and understand their role and duty to protect children from harm and the procedures to follow. Staff know to inform the designated person who then reports concerns to the Local Safeguarding Children Board. The child protection policy is displayed for parents.

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

The provision is satisfactory.

Children enjoy and achieve through the planning of a range of activities and experiences to support children's social, emotional, physical and intellectual capabilities. For example, they play on large climbing equipment and ride on bicycles and wheeled toys, they paint, explore different materials and textures, play and make music, read books and discover how to build and construct and how things work. They are secure with routines and rhythms of the day and can sleep, eat and play freely according to their needs. Staff plan activities around the 'Birth to three matters' framework and take into account children's interests. There is a key worker system to monitor children's development and progress but this does not provide continuity of care throughout the day for personal care routines.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children show interest and play with purpose and are curious to find out what happens when they mix colours of paint, and explore and investigate different materials and mediums. They develop confidence and self-esteem as they are praised, encouraged and rewarded with certificates for their behaviour and carrying out tasks. Children are taking on some responsibility for their own behaviour as they are reminded to share, take turns and be kind to each other. Children learn about their own community as they take part in themes and activities of people who help us and enjoy the visit from the road safety officer.

Children use their initiative and ask questions about what, who, why and when. They learn about sounds and letters as they see lots of clear labels on everyday objects and storage boxes. They self register their names and practise their writing through resources in the mark making area. A book area is accessible but is not used independently by the children to promote their language and literacy skills. Children are beginning to understand and practise counting through number songs and rhymes and they understand some concepts of space, shape and measure. They use different shapes of paper to create an Easter chick and use construction shapes to make a football. There are missed opportunities for children to enhance their mathematical development during activities and daily routines.

Children use their exploration and investigation skills as they find out about the natural world through a bug hunt, listening to and following the life cycle of a butterfly. They learn to operate technology and use the computer and mouse. They develop a sense of time and place as they respond to the nursery routines for bathroom time, outdoor play time and tidy up time. Children find out about the wider world and different cultures through festivals, celebrations, books and food tasting. They use their imagination when creating their own pictures of their favourite pet and when they pretend to be on the beach and dress up in holiday clothes for the beach party. They respond to what they touch, see and hear as they listen to music and play instruments, they explore different textures and materials with dough, feathers, sequins and

paint. Children are not fully encouraged to develop their imagination and creativity during role-play.

Starting points for children and their needs are identified in liaison with parents through discussion and the completion of 'All about me' information. Other groups in the nursery pass on development profiles so staff can plan to the next stage according to children's interests. The planning of the nursery environment encompasses all areas of learning and provides a balanced range of activities and experiences. For example, construction area, small world area, outdoor provision, mark making, technology area, messy and creative area. Staff's questioning methods adequately challenge children to achieve as much as they can. Children are interested in what is available and can concentrate for some time. Staff observe children and note any significant comments and back up the observation with a photograph or a piece of art work. Each child has a profile to share with parents and this includes all aspects of the six areas of learning and includes next steps for development.

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

The provision is good.

Children are really welcomed and valued as staff ensure they work to individual needs and family lifestyles. Staff find out about children's medical, health and dietary needs through close liaison with parents and the completion of the 'All about me' booklets. Children have full access to resources and facilities and make their own decisions about what they want to do. Children learn about differences and the world around them as they participate in activities and celebration of festivals from around the world. There are posters, pictures and resources that positively portray gender, differences, family groups, and children can relate to books about every day situations in their lives. Children's welfare and development is promoted because adults are proactive in ensuring that appropriate action is taken when a child is identified with a learning difficulty or disability, in partnership with parents and other professionals. The manager is fully responsible for the planning of inclusion and ensures that any differentiation is monitored and included in the planning of activities. There is evidence of one to one working with children to support them fully during their routines and activities.

Children really benefit where adults adopt a consistent and positive approach to the management of all types of behaviour. A written behaviour policy is displayed for parents, and procedures are observed to work in practice. Staff are positive in their approach to children and sensitive to children who have difficulty in expressing themselves. Children respond to the positive strategies that are in place and this includes the 'happy face' awards and 'merit' awards for serving their own food, tidying up and for behaving positively. Children know the difference between right and wrong and are gently reminded through pictorial creative drawings which the children have done; showing them sharing toys, eating at the table and being kind to each other.

Children benefit and feel secure through really positive relationships between staff and their parents. There is lots of information displayed on various notice boards to inform parents of the routines, play activities, 'Birth to three matters' information and organisational policies and procedures. Daily diaries are provided for parents of babies and this informs them of all daily care practices. Newsletters and parents evenings are planned and daily verbal communication is evident between staff and parents. Parents comment positively on the care their children receive and are aware of their key worker, that staff are friendly and approachable, children are learning and are happy, and that the environment is homely, welcoming and stimulating.

Partnership with parents in relation to nursery education is satisfactory. Parents are informed of the curriculum planning and know how this links to the six areas of learning. During induction parents are informed of the assessment procedures and know that staff are observing and planning activities to monitor their children's progress. Each child has a development folder that contains photographs, pictures and paintings that children have completed and the links to development.

Children's social, moral, spiritual and cultural development is fostered. Children are independent and make free choices about what they want to play with as they access storage units and self select from baskets. They learn about the wider world and differences as they celebrate festivals, read books about different families and everyday situations. They taste food from around the world and make special cards and models to celebrate cultural festivals. Children learn to distinguish between right and wrong as they are encouraged to share, be kind, have manners and play harmoniously.

## **Organisation**

The organisation is satisfactory.

Children are protected and safeguarded through sound recruitment and selection procedures and the vetting of all adults working directly with the children. Staff are experienced and qualified and are monitored through appraisal and observation. Training is accessible to staff to keep up to date with current practices and new frameworks. The day to day manager is fully aware of her designated roles and responsibilities and is working hands on with the children, throughout the day, however, this on occasion detracts her from some administrative and managerial duties. Children's needs are met through satisfactory organisation of space, routines and resources. For example, children are grouped according to their ages and stages of development, children can move freely without any restriction and furniture equipment and toys are suitable to enable the children to play, rest and eat in comfort and safety. Children are secure with the routines and rhythms of the day that provide opportunities for free play, focused activities, outdoor play, meals and rests.

Children's welfare, care and learning is supported through records, policies and procedures being in place for the safe management of the provision. All regulatory records are in place and include attendance details for staff and children, medicine and accident records and all children and staff personnel details. There is an operational plan that highlights the day to day organisation of space, staff deployment and organisational procedures in line with National Standards. All records and information is available for inspection, up to date, retained and stored securely.

The leadership and management is satisfactory. The manager is looking to enhance the provision and improve on the quality of provision in the continuous learning areas. She is clear on the strengths of the provision which is good partnerships with parents and the provision of a welcoming, homely environment. She is wishing to develop the self evaluation programme. She influences practices through support and encouragement for staff and in focusing on staff skills and knowledge. Staff are monitored through observation, appraisal and staff meetings. The manager is aware of her own roles and responsibilities and has a hands on approach in her work with children and staff. The manager welcomes support from the local teacher team to enhance children's learning needs.

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 ensure that all staff are aware of and follow the policy for managing behaviour and to ensure that all staff interaction is positive and encourages children's learning. Staff now use positive language and strategies to support children's learning and manage their own behaviour. Staff work consistently to the behaviour management policy. Children's welfare and learning is now enhanced.

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

Since the last inspection there has been two complaints made to Ofsted that required the provider to take action in order to meet the National Standards.

Ofsted received concerns relating to National Standard 2 Organisation, National Standard 3 Care, Learning and Play, National Standard 6 Safety, National Standard 7 Health and National Standard 11 Behaviour. Actions were satisfactorily met by the provider. 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.

## **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 satisfactory.

### **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 during all routines and care practices for children under three years
- ensure the baby unit changing area and milk kitchen are clean and organised to meet with health requirements
- review the role of the manager and her additional designated tasks.

#### **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):

- provide more opportunities during daily play and routines for children to develop their understanding of number and problem solving skills
- plan the environment to ensure areas are inviting to encourage children to use them; with regard to the book area and role-play areas.

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)