

Little Academy Nursery

Inspection report for early years provision

Unique reference number EY366156
Inspection date 05/11/2008
Inspector Jasvinder Kaur

Setting address Tipton Sports Academy, Wednesbury Oak Road, TIPTON,
West Midlands, DY4 0BS

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Academy Nursery offers nursery, out of school and holiday provision. It opened in 2008 and is one of five local settings run under private ownership. The provision operates from four areas in a sports centre in Tipton. At any one time, a maximum of 13 children may attend the nursery, a maximum of 50 children may attend the out of school provision and a maximum of 60 children may attend the out of school holiday provision. The nursery is registered on the Early Years Childcare Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. The premises are easily accessible for children with mobility issues as all areas including disabled toilet are located on the ground floor.

There are currently 64 children aged from four months to eight years on roll. The nursery is open each weekday from 08:00 to 18:00 all year round. The out of school provision is open from 15:30 to 18:00 during term time, and from 08:00 to 18:00 during school holidays. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area.

The setting employs eight members of staff who hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Little Academy Nursery's provision is satisfactory for children in the Early Years Foundation Stage. Children's needs are routinely met through recognising the uniqueness of each child. The staff support every child so that no group or individual is disadvantaged. The setting's policies and procedures are effective and inclusive for those children who attend, taking account of their culture and background. They settle well and are involved in a suitable range of activities which they enjoy. Although all policies and procedures are under continual review, a system to monitor continuous improvement and self-evaluation is not fully in place. The setting works in partnership with parents and others to meet every child's needs. However, there are areas which need to be improved in the learning and development of children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further understanding of how to use everyday activities and routines to enrich children's learning experiences
- improve planning to ensure that it clearly links to the early learning goals and that it is differentiated for the varied abilities of individual children so that they are sufficiently challenged in all six areas of learning
- Implement a system to monitor the setting's outcomes through regular self-assessments leading to a clear identification of targets for further improvements in children's learning and development
- ensure children are recorded as present immediately on arrival.

The leadership and management of the early years provision

The provider is committed to increasing staff's knowledge and skills. They have recently undertaken first aid training and attended a number of workshops on the Early Years Foundation Stage. Daily safety checks are carried out in the areas to eliminate risks. However, the setting's outcomes are not sufficiently monitored through regular self-assessments leading to a clear identification of targets for further improvements in children's learning and development. The staff have a close relationship with parents and carers of children and recognise their contribution as partners in their children's learning. They have recently made provision for activities which will involve fathers and male carers to promote the integration of care and education of children. Staff carry out home visits prior to children starting the nursery to ensure a wider knowledge of their charges by observing them in their own environment. Subsequently, parents complete detailed registration forms and update details to express their children's individual likes and dislikes. A wide selection of resources is available depicting positive images of diversity to help children to understand and respect the values and feelings of others. Staff are trained to follow the Code of practice in respect to special needs. Close links with the district Special Educational Needs Co-ordinator (SENCO) and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well promoted so that all children achieve regardless of their background.

Children's welfare, care and safety are promoted. All required policies and procedures including the complaint procedure and children's records are suitably maintained and readily available for inspection and for parents. However, children's attendance is not always recorded immediately on arrival. The staff are well aware of health and safety regulations through well documented policies and procedures. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have appropriate qualifications and experience, and have completed appropriate checks. They also take pleasure in working with children. They have a clear understanding of safeguarding children, so that the children are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All staff including the manager demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice.

The quality and standards of the early years provision

Children are provided with satisfactory opportunities to help them make adequate progress across all areas of learning and development. An effective key worker system ensures children are cared for by a consistent use of staff whenever possible. Children benefit from sufficient child to staff ratios. As a result children have good individual attention where required, and this helps their development. Good quality resources are deployed to enable children to have free access and make choices of their play. Parents are encouraged to stay with children during settling-in periods. The staff are developing their observation and recording

methods to ensure that each child's needs are being met. However, the system of planning is not optimal as it does not include long-term, medium-term or short-term plans. Consequently, planning for children's next steps in learning is not sufficiently comprehensive. Nevertheless, children are well supported by staff during activities. Staff join in with their play and enjoy being involved in activities. As a result children are enthusiastic and eager to express their skills in group games and singing.

Children develop their communication skills through routines such as singing nursery rhymes and reading stories. They show interest in the available activities and relate well to staff. Babies receive positive interaction from staff, who spend time talking to, holding and playing with them. Lots of cuddles, one-to-one attention and eye contact help to promote their wellbeing. Number games and rhymes help children to develop their mathematical skills, as they represent numbers by using their fingers and enthusiastically count in the correct order. They have good opportunities to develop simple calculation skills through number rhymes. Children show good awareness of space for themselves and for others while running and pedalling and kicking, throwing and catching balls, all without colliding. They show delight and enjoyment when playing with their favourite toys such as cars, scooters, soft balls and an electronic car. However, opportunities for children to develop their skills and awareness at meal times are not exploited. Children benefit from the setting's close links with the community. For example children can watch tennis matches and have monthly visits from a sports coach for dance practice.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instruction from staff. They are frequently encouraged and praised, and their efforts are acknowledged through displays of their art work. Daily risk assessments are effective in identifying and reducing potential hazards on the premises. Security of premises is highly maintained. Children learn how to keep themselves safe through daily routines and simple rules of which they are reminded during indoor and outdoor play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.