

# Little Luvs Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY362246
<b>Inspection date</b>	29/07/2009
<b>Inspector</b>	Diane Roberts

<b>Setting address</b>	Sure Start Carlisle South, Petteril Bank School, Burnett Road, CARLISLE, CA1 3BX
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<b>Type of setting</b>	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 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).

## Description of the setting

Little Luvs Childcare nursery is run by the Governing Body of Petteril Bank School who registered in 2007. It first opened in 2004 and operates from five rooms in a purpose-built building in the grounds of Petteril Bank School. Children also have access to two further rooms within the adjoining building and enclosed outdoor play areas. Main meals are provided by arrangement with the adjacent café. The nursery is situated on a housing estate in Carlisle, Cumbria. It is open each weekday from 08.00 to 18.00 throughout the year.

The nursery is registered on the Early Years Register. A maximum of 55 children may attend the nursery at any one time. There are currently 80 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and disabilities.

There are 14 members of staff, 11 of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds and is a member of the National Day Nurseries Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All children are cared for in a safe and welcoming environment where they take part in a suitable range of activities, both inside and out. Their individual care and learning needs and routines are generally met appropriately. As a result, they are making suitable progress through the Early Years Foundation Stage. Systems are in place to identify weaknesses in most areas of the provision. However, they are not effective in ensuring all requirements are met. This means weaknesses are not consistently or sufficiently addressed to further promote outcomes for children.

## What steps need to be taken to improve provision further?

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

- further develop partnerships with professionals from other agencies to provide the best learning opportunities for children and ensure safeguarding
- review the policy on equality of opportunity to make sure it includes the name of the Special Educational Needs Co-ordinator
- raise staff's awareness of the need to maintain privacy and confidentiality
- develop a systematic and routine approach to using observations to decide where children are in their learning and development and plan what to do
- review planning for each child to make sure learning is personalised rather than for the whole group.

To fully meet the specific requirements of the EYFS, the registered person must:

- update records of enhanced Criminal Records Bureau (CRB) Disclosures to ensure they include the number and date of issue (Suitable people)

21/08/2009

## **The leadership and management of the early years provision**

Following a period of change the newly appointed manager has started to evaluate strengths and areas for improvement of the setting. However, although this process covers many areas within the nursery it is weak on prioritising areas for improvement. This means, actions to promote positive outcomes for children are not promptly addressed. Most policies, procedures and records are generally maintained to promote the safe and appropriate management of the setting and to meet children's needs. Secure employment and vetting procedures means staff are suitable to care for children. However, records are incomplete in respect of child protection. This is a breach of a requirement. Generally, staff are aware of the need to maintain privacy and confidentiality. Nevertheless, information about individual children's learning journeys, observations of individuals and details of individual care needs are prominently displayed or stored inappropriately.

Working in designated teams with key groups of children means staff generally provide consistency of care. Most staff are clear of their roles and work efficiently to ensure children are supervised and their individual needs and routines are met appropriately. Parents provide staff with information regarding their child's needs, preferences and care routines to further promote consistency. Comprehensive notice boards throughout the nursery, regular newsletters, room-reports, home-link books and daily face-to-face communication further helps to promote strong partnerships with most parents and staff. However, although links with outside agencies are in place, partnerships are weak. This means that children's individual learning and development needs are not routinely and consistently prioritised.

## **The quality and standards of the early years provision**

Children mostly appear happy and settled as they play with a suitable balance of play provision to support their interests and areas of development. Most playrooms are organised to meet the needs of each age range. Resources are accessible in most rooms to enable children to choose independently and to extend their own play and learning. In the welcoming and well resourced baby room, children's learning is imaginatively planned for ensuring children have great fun whilst doing so. Children enjoy lots of praise from the dedicated staff as they happily choose from a wide range of good quality play equipment and books contained in this room. Places to hide or climb encourage children to be adventurous knowing adults are always close by for support. Children learning to stand confidently pull themselves up using the sturdy equipment around the room thereby encouraging independence whilst promoting their core strength, balance and mobility. A well placed mirror gives children the opportunity to learn about the different facial expressions they can make. Children under the age of two years demonstrate good levels of concentration as they collectively make playdough. They learn to use a

range of tools with skill as they happily take turns mixing flour with water. Adults help to extend children's vocabulary by introducing words, such as 'stirring' and 'shaking' into the everyday activity and use actions when they say them. Children are eager and very excitable as they carry out their activity, laughing and giggling when the flour is sprinkled on the table. They become fascinated with making patterns in the flour with the palms of their hands and beam with delight when the staff acknowledge their achievements.

Children in the pre-school room make good use of opportunities for free-flow between indoor and outdoor play. As a result, they focus well on their chosen activities, are confident and independent and make full use of the resources both in the playroom and outside. The outdoor area is well resourced and imaginatively laid out. Children learn to use a range of tools with great skill, enthusiastically painting on paper attached to the fence or crayoning at the table. Some children are learning to problem solve through good questioning by staff. This encourages them to think and make decisions when completing puzzles and games. Children use their imaginations well in creative activities with different media, role play and with small world sets.

Throughout the nursery children mainly behave well and most are learning about positive attitudes and the nursery's expectations. Children are generally supported by suitable role models who offer them lots of encouragement and praise. Their welfare is promoted appropriately through the provision of a safe and secure environment. Children's health and fitness is promoted through daily play in the outdoor play areas, including free-flow for pre-school children. Children are generally observed at play and this information is mostly used to inform future planning to ensure activities reflect children's interests. However, planning is for the group of children in each room rather than the individual. This means individual needs are not consistently met. As children achieve, assessment files are completed to reflect their stage of development and to monitor their progress in all areas of learning. However, these records are not all kept up-to-date to provide a clear reflection of their stage of development and progress. In addition, some children are not provided with sufficient challenge to encourage them to develop to their full potential in all areas of learning.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

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

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