

# Little People of Piccadilly

Inspection report for early years provision

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**Unique reference number** EY293778  
**Inspection date** 07/07/2009  
**Inspector** Janet, Elizabeth Singleton

**Setting address** Piccadilly Road, Burnley, Lancashire, BB11 4PP

**Telephone number** 01282 411950

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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 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 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 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. Children have access to a secure outdoor area. It is open each weekday from 07.30 to 17.45 for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 71 children may attend the nursery at any one time. There are currently 82 children from birth to under five years on roll, some in part-time places. There are children attending who are in receipt of funding for nursery education. The provision is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

There are in total 13 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 at least to a level 2.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff have a good understanding of the Early Years Foundation Stage to promote children's welfare, learning and development with success. There are effective procedures to ensure children play in a safe and secure environment. All staff are aware of their role in safeguarding children and any action to take should they have any concerns. The good organisation of the rooms allows for children to play freely and make good choices from the quality selection of resources available. Relationships with parents are good and the staff create a beneficial two-way communication flow to identify children's needs, to enable them to plan and provide a fully inclusive service. The management and staff team have an outstanding understanding of the strengths and weaknesses of the setting, being exceptionally pro-active in addressing the identified issues through their self-evaluation and plans for continuous improvement. All staff are involved in the process.

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

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

- Develop the observation and assessment procedures to fully include and identify children's actual learning priority in order to plan effectively to meet their individual needs.

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

Staff have a good understanding of the Early Years Foundation Stage and are committed to helping children make good progress in their learning and development. The planning and organisation of the setting ensures the areas of continuous provision are inviting to children, encouraging them to move freely and confidently, enhancing their own play. The staff are fully included in the self-evaluation of the provision and are reflective in their practice. They participate in training and this combined with the appraisal and induction system, provides staff with the appropriate knowledge and skills to progress children towards the early learning goals.

All policies and procedures have recently been updated and changes made as deemed necessary. All staff are fully aware of the changes to the documentation and they work well in practice ensuring that children are safeguarded. The recommendations identified at the last inspection have been attended to and these related to mealtimes and the key worker system. An effective keyworker system has been implemented and the mealtimes have been developed to allow children's independence to be promoted.

The information given to parents is of good quality covering the organisation of the setting and the Early Years Foundation Stage. They include parents as they invite them to contribute to their child's learning and development needs. Parents complete a 'All About Me' book enabling staff to obtain highly useful information relating to their child's starting points. Feedback is sought through parent's evenings and daily discussions about the children.

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

The staff have a good knowledge of the learning and development requirements which enables them to plan for a good balance of adult-led and child-led activities which include experiences for indoor and outdoor play. Children are well supported as staff are sensitive to their needs, sitting and talking about what they are doing, working at the child's level and interacting positively. The children readily access the areas of continuous provision, making decisions and promoting their independence. They enjoy themselves as they play in the sand, cut out shapes and mark make. They delight in playing outdoors as they develop their physical skills, running and climbing or practicing their coordination as they ride the wheeled toys. Children are motivated and interested at all times as they remain occupied and engaged in their play. They enjoy and achieve in an environment in which they are active learners, confident and can make good choices about their play.

The planning for children has strong links to the EYFS with enhancement plans for the areas of continuous provision being linked to the areas of learning. The observation and assessment system identifies what children enjoy and achieve with activities planned to address all areas of learning, therefore promoting children's progress toward the early learning goals. Although meaningful observations are carried out, the identification of the next step in children's

learning is unclear in relation to the intended learning outcome for some children. Staff promote children's understanding of diversity as they provide them with resources which represent diversity and make good use of posters reflecting the diverse nature of the community. Children have the opportunity to use these resources and to view the posters on a daily basis, increasing their awareness of the differences of people. The children benefit from the very good strategies for managing their behaviour including, distraction, giving clear explanations and setting expectations which are consistent. They listen to staff and they respond well to instructions, they use resources properly and they show respect for each other as they play. They readily tidy up after their play and know where items belong giving them a sense of belonging and ownership. This approach provides an environment conducive to learning in which children are interested, motivated and active learners. The maintaining of children's health is good with all food being home cooked using fresh produce. Older children serve themselves their lunch managing the process extremely well.

The high level of commitment of staff to implementing good strategies to support children's welfare, learning and development regardless of need or background, enables children to enjoy learning. This approach to the environment supports every child's learning through planned experiences that are challenging but achievable, in order for them to make good progress, given their starting points and capabilities, towards the Early Learning Goals.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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

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## **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