

Little People of Burnley

Inspection report for early years provision

Unique reference number EY293733
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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).

Description of the setting

Little People of Burnley is a private day nursery that is run by 'Just Childcare Ltd' nursery group. It has been running for a number of years but was newly registered in 2004. It operates from three rooms in a purpose built building. This includes a baby unit, toddler unit and a pre-school unit. The nursery is situated close to Burnley Hospital in Lancashire. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.45 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and there are currently 78 children on roll in this age group, with some children receiving funding for nursery education. The setting serves the children of the local and wider community.

There are 13 staff, including the manager, working directly with the children. Most staff hold an appropriate childcare qualification and two staff members are working towards this. There is a qualified cook on the premises. The nursery is currently supporting children who have English as an additional language. This setting receives support from the Sure Start, Early Years and Childcare Service.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff have a good understanding of the children's individual needs and of the Early Years Foundation Stage (EYFS) to promote children's welfare and learning with success. A well developed knowledge of the safeguarding procedure and an effective risk assessment keeps children safe and secure. The good organisation of the rooms allows for children to play freely and make choices regarding the activities they take part in. The storage of resources enables children to make decisions and enhance their own play. Good relationships with parents means that they are fully involved in the sharing of quality information regarding their child, therefore, providing an inclusive service. There are some hygiene issues regarding the condition of the carpet and changing mat. The observation and assessment procedure is unclear regarding the learning needs of children. The management and staff team are effective in their self-evaluation of the service to identify the strengths and weaknesses of the setting. There are action plans in place to address the identified issues.

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 procedure to ensure that the learning priority is clearly identified and the next step is used to plan relevant and motivating experiences individual to each child
- ensure the environment is safe and suitable in regard to the condition of the carpet in the big room

- maintain suitable hygienic changing facilities for children in regard to the split changing mat and monitor the water temperature to ensure there are adequate washing facilities for children.

The leadership and management of the early years provision

The management of the provision ensures that records and policies are fully understood by staff and work in practice to provide a consistent approach for all. Documentation is regularly reviewed and evaluated in order to maintain the overall welfare, learning and development requirements of children. There is a robust vetting procedure for all staff in order to safeguard children. The staff are committed in helping children make good progress in their learning and development and work well together to promote the needs of all children. There are good appraisal and induction systems in place and training is encouraged for all staff to provide them with the appropriate knowledge and skills to progress children towards the early learning goals. The evaluation of the setting involves all staff as they are reflective in their practice, add their comments to and revisit the action plan to continually improve the service. The good organisation of the resources and the areas of continuous provision invite children to use these areas as they move freely and confidently making decisions and enhancing their own play.

The recommendations identified at the last inspection have been attended to and these related to health, safety and organisational issues. These have been addressed and have improved all outcomes for children. The hygiene facilities for children are mostly satisfactory, however, the changing mat has a split in the edge and the water in the bathroom was cold, these being a hygiene issue. The condition of the carpet in the big room is poor. There are action plans to address these issues as part of the restructuring of the building.

Parents are provided with quality information regarding the setting and are consulted in the observation and assessment of their child's learning and development. They complete an 'All about Me' booklet providing useful information relating to their child's starting point. There are parents evenings held to include them in the nursery and therefore in their child's welfare. This approach creates a good two-way flow of information in identifying the child's learning, development and welfare requirements.

The quality and standards of the early years provision

The good understanding of the EYFS enables staff to plan effectively for children's individual needs. The staff are aware of the individual aspects of each child and through observations completed on children, they plan for activities to meet their learning and development requirements. However, the assessment of children does not identify the learning priority clearly, as it misses the intended learning outcome for some children. Children take part in a good balance of both adult-led and child-initiated activities as they make choices in their play accessing the areas of continuous provision. They lead their own play as they build and use their

imagination in the construction area. They are engaged in their activity as they roll, stretch and make shapes from the malleable materials; they learn to share and talk about sharing, using thoughts effectively and meaningfully to organise their play.

The children sit with the staff, mixing and weighing the ingredients to bake the cup cakes, laughing and chatting about what they are doing as they mix and stir the ingredients. The children benefit from a lovely relationship with staff, who support them and sit with them, encouraging them in their play. Children are motivated and occupied, being involved and engaged in their play at all times. The babies move around and change resources from the colourful interactive resources to sitting with staff and looking at books. All children delight in playing outdoors as they climb, run and ride wheeled toys as they develop their physical skills. Children are motivated and ask questions of the staff and others, such as who people are and what they are doing. They are inquisitive and want to know about their surroundings and the people that support them.

Management of behaviour is consistent and children are well behaved, listening to staff and each other. Praise is used in a meaningful manner and encourages children in their learning and development. Children have reward star charts and know the behavioural expectation of the setting. This creates a safe environment for children and enables them to develop habits appropriate to their own and other children's well-being. The focus on healthy and nutritional meals ensures that children develop healthy eating patterns necessary for growth and development. The staff's awareness of the need to implement good strategies to support children's welfare, learning and development regardless of need or background, enables children to enjoy learning and 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

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	3
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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