

Little Professors Nursery

Inspection report for early years provision

Unique reference number EY395277
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Inspector Sally Ann Smith

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Little Professors Nursery at Walsall College originally opened in 1990, and in 2009 moved to a new site in Littleton Street West, Walsall. It operates from a self-contained unit inside Walsall College. The current admissions policy states that priority attendance is given to children whose parents are undertaking a course of study at Walsall College. Access to the nursery is via a level pathway. All children have access to an outdoor play area.

The setting is registered for a maximum of 62 children under eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 86 children from birth to eight years on roll. Children attend for a variety of sessions.

The nursery opens Monday to Friday and sessions are from 8:30am to 5:15pm term-time; and the play scheme operates during school holidays from 8:30am to 5:15pm. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting employs 16 staff to work directly with the children, all of whom hold a recognised early years qualification to Level 2 and 3. Several staff are working towards an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage which they implement well. They know and respect the individual needs of each child which ensures their welfare and learning is appropriately fostered. This is further supported through positive engagement with parents and carers so that children reach their full potential. Resources are generally used well to provide a range of enjoyable activities to promote most areas of learning and development. Staff target some areas for improvement through consultation with parents, children and staff as the setting has a system for self-evaluation but this does not consistently monitor progress or identify current areas for improvement.

What steps need to be taken to improve provision further?

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

- increase further the opportunities for outdoor play so that it has a positive impact on children's well being and helps all aspects of children's development
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are implemented effectively as staff are confident in their knowledge of the signs and symptoms of abuse. They are aware of the importance of reporting concerns to the relevant agencies without delay. Parents are made aware of safeguarding procedures and the nursery's responsibility to protect children in their care. Policies and procedures are effective to ensure children's welfare is promoted and that they are safe at all times. Risk assessments are completed and staff are very proactive in taking appropriate action to ensure that any potential hazards are minimised, ensuring children's safety at all times. Appropriate vetting procedures are undertaken for all staff to ensure that they are suitable to work with children.

The nursery strives for improvement and practice is regularly evaluated to ensure that staff are focused on meeting the needs of all children. Staff are assigned specific roles and responsibilities and receive regular training in order to carry these out effectively. Staff meetings enable information to be shared and disseminated so that practice can be revised and consistently implemented. Policies and procedures are regularly updated to reflect current legislation and best practice. For example, the behaviour management policy has been amended in light of information obtained through recent training. Some areas for improvement are identified, however the nursery's self-evaluation process does not provide an up-to-date appraisal of the effectiveness of these. Staff deploy themselves well and provide individual support for children effectively so that each child makes good progress towards the early learning goals. Resources are easily accessible so that children can select independently and initiate their own play if they choose.

Staff liaise well with parents and carers through regular and ongoing discussion to ensure they are happy with the care their child receives. They engage with parents to establish children's individual needs and preferences so that planning can take account of this. Information is shared regarding children's progress towards the early learning goals and how parents can contribute to their child's learning when at home. Positive engagement is established with other early years settings and professionals so that the care provided for children is consistent and meets their specific needs.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the requirements of the Early Years Foundation Stage and ensure that these are firmly embedded in daily routines and practice. Staff work well with each other ensuring that policies, procedures and routines are consistently implemented. An effective key person system enables children's learning and development to be fully supported as staff establish children's starting points through discussions with their parents. Staff build on this knowledge, regularly undertaking both planned and spontaneous observations to assess children's progress and plan a range of activities to meet individual children's

needs. Planning takes account of the six areas of learning and covers a range of topics and themes. Good systems are in place to support children with special educational needs so that they are fully included in every aspect of the daily routine.

Children's personal and social development is promoted well. They develop a sense of belonging in the nursery, hanging their coats on their pegs, selecting their name cards at lunch time or singing the 'hello' song as they greet their friends at registration. After they have finished playing in the sand, children spontaneously get a broom, dustpan and brush and working together, sweep the sand from the floor. They know what is expected of them, for example, tidying up before lunch or washing their hands before they eat. They demonstrate an understanding of safety issues during their play and daily routines. One child reminds another to walk rather than run. They are sensitive with each other as well as taking care with their toys, for example, they handle books appropriately and then replace them in the bookcase after use. They learn how to care for living things, helping to feed and clean the African snails or watering and tending plants.

Early reading, writing and numeracy skills are developed effectively through a good range of planned and spontaneous activities. Staff answer questions and extend older children's vocabulary whilst giving lots of eye-contact and cuddles to babies and young children repeating their babbles and utterances such as 'da da'. Children join in with songs and listen to stories attentively. They confidently seek answers to their questions in order to clarify their understanding. Children work out solutions for themselves, for example, as they form a line, they start at the front with the smallest child and then work out who comes next in ascending order of height. They make appointments when booking cars for a service at their 'garage'. Staff ask how long it will take for their car to be repaired and told '15 years'. Children use a variety of natural and recyclable materials to make collages or develop their own ideas. They have great fun experimenting with a range of different materials such as paint, gloop, jelly and play dough, enabling them to develop early mark making skills. Children freeze coloured water and investigate concepts such as liquid and solid and why water freezes and melts. Children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of toys and resources that reflect positive images of diversity including dolls and small world people that also reflect positive images of disabled people. Staff have systems in place to support children who speak English as an additional language such as dual language books, accessing programmes and resources from the internet and enlisting the help of early years professionals. Staff also use recognised sign language to further aid communication with children.

Physical development is fostered and children show good control and co-ordination as they balance on equipment, roll, kick and throw balls and knock down skittles. Children have access to a large outdoor area, containing some equipment, however staff do not make full use of, or value the importance of this environment to promote all aspects of children's development. The children are beginning to recognise the importance of a healthy lifestyle and making appropriate choices with regards to food. They eat a range of freshly prepared meals to include a wide

selection of fruit and vegetables. All dietary requirements are well catered for. Children help themselves to fresh drinking water throughout the day. Children are happy, settled and enjoy their time in the nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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