



Little People's House Nursery

Inspection report for early years provision

Unique Reference Number EY103215
Inspection date 03 October 2005
Inspector Jayne Lesley Taylor

Setting Address 97 All Saints Way, West Bromwich, West Midlands, B71 1RU

Telephone number 0121 588 7092

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Registered person Little People's House

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little People's House Nursery opened in 2002. It operates from five rooms in a converted house in West Bromwich. A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 31 children aged from birth to under 5 years on roll. Of these 8 children receive funding for nursery education. The nursery supports children with

special educational needs, and children who speak English as an additional language.

The nursery employs 12 staff. Nine of the staff, including the manager hold appropriate early years qualifications. Two of the staff are working towards a qualification. The setting does not presently receive support from the Early Years Advisor from the Sandwell local authority early years service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing an understanding about good hygiene practice through daily routines. They wash their hands independently after messy play, after using the toilet and before and after meals. This helps them to understand the need to practise good routines of personal hygiene. Children play and are cared for in a clean environment. Staff ensure that procedures are in place for checking and cleaning equipment and providing individual bedding for children, however they do not always follow procedures when changing children and on this occasion hygiene practice was compromised. Babies' sleep routines are monitored and older children can also have a sleep or enjoy quiet activities such as playing with relaxing games or reading books

Children are well nourished and benefit from a range of nutritious foods that encourage healthy eating. They help themselves to drinks as they wish throughout the day, staff monitor what they drink and encourage them so that they do not become thirsty. Snack and meal times are a sociable occasion where children are able to choose who they wish to sit next to, they sit and chat amongst themselves talking about their day. Older children select their own meals from the range offered to them therefore encouraging them to make independent choices, developing their confidence and personal skills. Children's individual dietary needs are well met as these are discussed with parents and information about cultural and individual needs are recorded.

Children enjoy exercise and develop a positive approach to this through regular opportunities for physical outdoor activities. Daily routines ensure that they can access a range of large and small equipment that enables them to develop a range of physical skills and abilities. Through planned activities the children are helped to understand how exercise helps them to stay healthy. Children's individual needs are responded to because they have opportunities to rest and relax as they wish throughout the day. Babies are able to be physically active and staff ensure they have room to practise rolling over, crawling, standing and walking. They are encouraged to reach out and move towards toys and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a safe, child friendly environment that is organised to

meet their needs. Their arrival and departure is monitored by staff to ensure that they know when children are present and when they have left. Within their base rooms children are able to move around safely and freely from activity to activity without disrupting each other. Older children understand that to keep themselves safe they need to inform staff that they are going to the toilet and that they come straight back. Children are able to independently and safely help themselves to toys and equipment that is stored at their height in a range of suitable containers, this helps to create a stimulating, learning environment. Their safety is maintained throughout the nursery because staff monitor their movements closely and staff are appropriately deployed to ensure that children are always supervised. Children have access to a range of furniture and equipment suitable to their ages and stages of development and ability. Resources and equipment are checked daily by staff and are removed if they are faulty, this ensures that everything is safe and that children's safety is ensured.

Children's safety is maintained because staff are proactive in ensuring that they are safe and secure in their care, they monitor what children are doing and if required offer gentle reminders. Children know about the importance of safety in their daily routine, reminding each other to sit on chairs properly and not to walk downstairs without holding the handrail. They are actively supervised by appropriately deployed staff both inside and outside the nursery. Daily risk assessments ensure that potential risks and hazards to children are minimised and removed therefore sustaining a safe environment for the children. Children are not able to leave the building unsupervised because of effective security systems and there are clear procedures to ensure that only authorised people collect the children. Children know how to keep themselves safe through discussion and explanation, they regularly practice emergency evacuation procedures.

Children's welfare is protected because staff have an understanding of child protection issues and procedures and of their roles and responsibilities to protect children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident during the time they spend at the nursery, enthusiastically taking part in the range of activities and experiences offered to them. They are very sociable and have confident relationships with each other and all adults in the nursery, this is helping them to develop a strong sense of belonging. Children are aware of daily routines which allows them to make some choices regarding what they would like to do, they share and take turns, supporting and helping each other to achieve. They play very well together and are sensitive to the needs of others, offering each other help if they need it.

Children confidently initiate their own play and are at ease with the staff when they offer help and support. Their confidence and self-esteem is boosted because staff continually praise and encourage them and actively involve them in making decisions, asking them about what they would like to do, and what resources they need. Children are respected as individuals with different levels of accomplishment

and the staff ensure that they are provided with activities that are appropriate for their different stages of development. A good balance between adult and child-led activities allows children to play and learn at their own pace.

Younger children are having their range of experiences extended because staff are beginning to plan and develop opportunities under the guidelines of the Birth to Three framework.

Nursery Education

Children are making good progress in all areas of learning and the quality of teaching is good. Staff have not yet attended training on the Foundation Stage Curriculum, but competently put into practice what they know.

Children experience a range of activities in a very well-organised environment that helps them to develop positive attitudes and be enthusiastic about their own learning. They are interested, excited and motivated to take part and share information with each other. Daily routines and activities ensure that children are encouraged to be independent and to make progress in all areas of learning. Staff manage children's behaviour very well by creating an environment that encourages and maintains clear and consistent boundaries.

Planning clearly demonstrates that staff take every opportunity to extend children's learning and that children extending their own learning is seen as vital to their achievements and experiences. Children's individual levels of attainment in all six areas of learning are recorded and as a result their development is supported and they are able to make progress at a pace that meets their personal needs.

Children confidently enter the nursery, greeting the other children and the staff. They are enthusiastic to take part in the days activities, discussing and choosing the activity that they wish to join in with. Children's participation is encouraged by staff who talk to the children at the beginning of the day so that they have a clear understanding of what they will be doing. They benefit from opportunities that enable them to develop their personal and self help skills. Children talk about their experiences and freely exchange their ideas during group time. They listen attentively to staff when a story is being read and when given simple instructions to follow. They readily act out nursery rhymes and enthusiastically take an active part in singing and action rhymes. Children regularly make marks and write when playing, this supports their understanding that words convey meaning and some are able to read and write their own name and those of others.

Through planned topics children are learning about changes that happen to living things and that they need to care for them to grow. Children know about the uses of everyday technology and include a range of equipment in their play. There are opportunities for children to find out about the local environment and what is happening in their community. Children's understanding of different lifestyles and cultures and the wider world is supported. Children enjoy using all their senses to explore a range of different materials including clay, dough and other textures and through tasting, smelling and feeling activities. They learn about shape, colour and size through practical activities and are beginning to develop an understanding of

matching, sorting and sequence through daily routines. They are beginning to count and many can confidently count to five and beyond, this is continually encouraged by staff.

Children have many opportunities to explore colour, texture and shape in two or three dimensions through activities, such as painting, play dough, junk modelling and collage, however their opportunities to extend their creative and imaginative development through access to free painting and sand and water play is limited. Children use their imagination freely and create situations and roles during imaginative play. They enjoy using musical instruments both freely and in structured sessions. Children are developing skills in control and co-ordination when using small and large tools and equipment. They understand that they need to share their space and that what they do could impact upon other children's play. Children have an understanding of the effect that exercise has on their body and are aware of when they need to eat or drink. A range of indoor and outdoor activities enable children to explore movement with their bodies, develop their global physical skills and co-ordination and gain confidence in a variety of ways.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals with very different needs, they have a very positive attitude about themselves and others, which is supported and nurtured by the staff caring for them. They confidently approach staff and talk to them about what they would like and if they are not happy about something. Children are involved at a level that they are comfortable with and are learning about differences and diversity within themselves and the wider community through planned and spontaneous activities, toys and resources. The nursery is pro active in including and welcoming children with special educational needs and disabilities, ensuring that they can access and participate in all activities and experiences offered. The children benefit from interactive, enthusiastic, caring staff who plan daily routines around their needs.

Children's behaviour is very good and they are consistently praised and acknowledged by the staff, who act as good role models and treat the children with respect. They are encouraged to share, take turns and have consideration for others. Children are aware of staff's expectations of them and will compromise with each other and play well together. They understand that they need to take some responsibility for their own behaviour, have a good understanding of what is right and wrong and will at times censure each other. Children are listened to and the staff value what they say, which helps them to feel confident and good about themselves, this ensures that their spiritual, moral, social and cultural development is fostered.

Partnership with parents is good and sensitive settling in arrangements help children, parents and staff get to know each other. Children benefit from effective information sharing with parents through daily feedback and diaries, information being displayed and monthly parents days. Children's learning is being extended because parents are being encouraged to take part in their children's learning. Parents receive a

prospectus which details the aims of the nursery, information about policies and procedures and the Foundation Stage Curriculum.

Organisation

The organisation is satisfactory.

Children are cared for in a well organised environment. Space available to children is laid out so that children can benefit from the maximum space available, which in turn extends their play opportunities. Children benefit from being cared for by staff that are very caring and who have an understanding of children's differing needs. Staff continue to further their knowledge and expertise through attending training. The staff work well as a team and are clear about their individual responsibilities. An operational plan is in place and includes all information that is relevant to the running of the nursery. Children's safety and well-being is well maintained even though the registered person had not informed the regulator that a newly appointed manager was in post.

The leadership and management of the group is good. Staff regularly evaluate their practice which contributes to the children making good progress towards the early learning goals. Staff have not yet attended training on the Foundation Stage but are actively involved in planning for the curriculum to help children develop in all areas. The management and staff are fully committed to improving the quality of care and education for all of the children.

Management and staff implement policies and have effective recording procedures in place that support children's health and well-being. Policies are reviewed regularly and updated if required. Overall the provision meets the needs of the children attending.

Improvements since the last inspection

At the last inspection the provider was asked to improve documentation and make it more accessible to parents therefore ensuring that they were fully informed of all aspects of the service provided. They were also asked to provide opportunities for children to extend their understanding of living things, the effects that exercise has on their body and to ensure that there was more detailed information relating to the Early Learning Goals and assessment.

Required documentation is now fully completed and information is available to parents through a handbook and information being displayed. Staff have extended children's experiences that enable them to look at living things and identify their features through trips to pet shops, bird watching, growing flowers and seeds. Children understand the effect that exercise has on their bodies through activities, experiences and discussion.

Children's individual attainment and progress is ensured because there is detailed information available regarding the Early Learning Goals and assessment.

Complaints since the last inspection

Since the last inspection there have been two complaints.

Concerns were raised about staff ratios. This relates to Standard 2: Organisation. Ofsted made an unannounced visit to the setting. The childcare inspector raised an action regarding an action plan demonstrating how supervisors will achieve a level three qualification. The provider reported that staff members are currently on a training course to achieve level three qualifications. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern.

Concerns were raised about the safety of the children during building work at the premises relating to Standard 6: Safety. Ofsted made an unannounced visit and discovered building work to an area of the premises in which the provider cared for children. The Environmental Health and Fire Officers have also made unannounced visits to the setting. Both officers were satisfied with the safety of work being carried out and plan to make a further visit to the setting when work is completed. We raised an action, to conduct a risk assessment on the premises identifying actions to be taken to minimise identified risks on the first floor where there is incomplete building work. The provider has completed the building work and provided a written risk assessment. Ofsted is satisfied that the registered person has taken appropriate steps to address these concerns, and the provider remains qualified for registration.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that health and hygiene routines are maintained at all times
- ensure that the regulator informed of any relevant changes.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop opportunities for children to have free access to painting, sand and water play
- develop staffs knowledge and understanding of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk