

Little People's House Nursery

Inspection report for early years provision

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Inspection date

07/12/2009

Inspector

Patricia Webb

Setting address

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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 People's House Nursery opened in 2002. It operates from five rooms in a converted house in West Bromwich. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 7.00am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area.

There are currently 21 children, aged from birth to under five years, on roll. The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs nine members staff. Eight members of staff, including the manager hold appropriate early years qualifications. The setting receives support from the Early Years Advisor from the Sandwell local authority early years service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are consistently met, receiving appropriate support and guidance from staff who work well with parents and develop a clear understanding of each child's individuality. Children are taking an active role in their learning and development, promoting positive attitudes as they build self esteem and confidence. The owner, managers and staff have a collective purpose to evaluating the quality of the provision and prioritising future improvements. A key strength of the setting is the recent decision by the management to reduce overall numbers of children catered for, developing a family-orientated approach to the provision. The partnerships for working with other providers, delivering the Early Years Foundation Stage, are currently in development.

What steps need to be taken to improve provision further?

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

- explore a range of further strategies for ensuring that children with English as an additional language are sufficiently challenged in order to maintain their interest and extend their learning and development
- devise methods for developing the working in partnership with other providers in order to promote consistency and cohesion in children's attainment.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as the setting undertakes suitable recruitment and selection procedures for staff, having made the decision to work with fully qualified

staff wherever possible. The current staff group is stable and full appraisals are conducted and used effectively to identify training needs and build on good practice. The current staff team is well-established and works cohesively to identify and address individual children's needs through the effective key person system. Staff have a sound knowledge and commitment to safeguarding issues and refer to the detailed policies which explain the processes clearly to parents. Children develop a good understanding of how to keep themselves safe as they discuss and practise road safety, use tools and implements with care and participate in regular emergency evacuation drills. Their ongoing safety is assured through the diligent attention given by staff to assessing risks on and off the premises and the use of daily check lists for all aspects of the nursery operation, layout and routine.

The owner, managers and staff show a collective commitment and enthusiasm for their work and interaction with the children, reviewing planning, assessment and the overall practice to identify areas for further development. For instance, the setting has reduced the numbers of children it was registered to care for, resulting in closer staff working relationships and a more suitable environment where the main care is offered on the ground floor. This enables all children to participate in a fuller range of activities and has increased their ready access to the outdoor play areas. Staff have a sound understanding of issues regarding equality of opportunity, providing a service that is inclusive for all children and their families. Good use is made of children's backgrounds and beliefs for informing planning and involving parents in their child's learning and development. The accessibility and deployment of resources has been very well designed, thereby enabling all children to freely select activities and equipment. This ensures that opportunities for developing independence of activity and thought are maximised to promote overall enjoyment. This extends to use of local amenities and community resources such as the local shops and the regular update visit to view the progress being made on the adjacent building site, promoting children's awareness of the world around them.

Firm and respectful partnerships are promoted with parents and carers, ensuring an effective exchange of information takes place. Parents receive daily updates about their child's day and are invited to attend more formal open days when in-depth discussions take place between parents and their child's key person. The process of developing closer working partnerships with other providers involved in children's learning and development has not yet been fully explored to ensure that a consistent approach is in place.

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

Children are making sound progress in all areas of their development and learning. They are supported in this by staff who have a secure knowledge of the Early Years Foundation Stage (EYFS) and are enthusiastic in their interaction with the children. Whilst observations and assessments are used to plan for the next steps in individual children's progress, some children with English as an additional language are not always fully engaged in some of the activities on offer.

Children settle easily on arrival in the nursery, benefiting from the close interaction from staff and the layout that enables them to immediately select and engage in active play. For example, the babies and young toddlers thoroughly enjoy re-enacting the nursery rhyme of 'Humpty Dumpty', using teddy bears resting on the low-level storage unit and squealing with delight as they knock the teddies off. Older children delight in dressing themselves ready for outdoor play, mark-making using the chunky chinks on the outside wall and embarking on puddle-splashing with relish, some deciding to explore the properties of the rain water puddles with their whole body. Much hilarity is had on returning indoors and getting changed into their dry clothes, relating to other staff exactly how they got so wet.

Staff use naturally occurring incidents to extend children's experiences. The extensive building on the adjacent site feeds children's imagination as they construct using the plastic blocks and become absorbed in the actions of the various types of earth moving equipment and diggers used. They are learning about safety as they know why the builders have to wear hard hats and the high-visibility jackets. Children's awareness of being safe is also promoted through reference by staff to being careful when using tools and implements such as scissors and cutlery and when they participate in the emergency evacuation procedures. Older children are also aware of why they have to wait for the metal shutters to close fully before they access the hard-standing play area so that the 'cars don't come down the drive' while they are playing.

Children chat about what they do and join in eagerly with songs and rhymes. The nursery is making good use of non-verbal communication at times, referring to some baby signing and using pictorial timetables to demonstrate the daily routines in order to help every child feel secure and familiar with the operation of the day. They access genuine artefacts from around the world as they discover both their local community and the wider world. Suitably focused discussions take place with older children about the different religious and cultural celebrations that take place around Christmas time. Role play is used effectively to extend their awareness of how others live and toddlers are very positively supported in re-enacting the bottle feeding of babies as a member of staff helps them in their play. Children's very individual art work is attractively displayed as they use a variety of media including canvases of different sizes. Such attention to this from staff demonstrates how highly valued children's work and efforts are, promoting their self esteem and sharing their achievements with all who enter the nursery.

Children's health and well-being are fostered positively as well-practised routines by staff ensure that the spread of infection and cross-contamination are minimised. Children understand why personal care routines are important and that fresh air and exercise is very good for them. Meals and feeding routines are discussed with parents and children enjoy balanced, freshly cooked meals in the dining room. This develops their social skills as well as encouraging hearty appetites and the development of self-feeding skills. This is as a result of staff who have a sound awareness of the ages and stages of child development and encourage each child to progress given their initial levels of attainment. Suitable praise and encouragement is given to children to promote their self esteem and encourage acceptable behaviour as they develop skills for the future.

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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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