

# Little Scholars (Sunnyhill)

Inspection report for early years provision

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**Unique reference number**

509199

**Inspection date**

08/01/2010

**Inspector**

Justine Ellaway

**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 Scholars Day Nursery is one of two nurseries run by the owners. It opened in 1998 and operates from rooms within a converted house in Sunnyhill, Derby. The nursery is open each weekday from 7.45am to 6.00pm for 52 weeks of the year. All children share access to an enclosed outdoor play area. The nursery is accessible to the ground floor.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend the nursery at any one time. There are currently 42 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting provides funded early education for three and four-year-olds.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2, one of whom is working towards a BA Honours Degree in Childhood Studies.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides an inclusive and welcoming environment. Children's learning and development is well promoted to ensure that all children make sound progress towards the early learning goals. Careful consideration is given to the partnerships with parents to promote consistency of support. Partnerships are being established with other settings that children attend to support their learning and development. Detailed and rigorous systems to monitor and evaluate children's progress and practice within the setting, ensure that continuous improvement is maintained.

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

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

- review systems so that interaction systematically helps children to learn so that they make connections in their learning and are actively led forward
- expand the range of resources available during creative play to promote children's imagination in art and design.

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

Children are effectively safeguarded as staff understand child protection issues and know how to follow them up should they have any concerns. Systems to minimise risks and hazards are carefully monitored to promote children's safety and ensure

that action is quickly taken on any identified risks. Effective systems are in place to establish the suitability of staff at the time of appointment, to ensure they are suitable to work with children.

Systems to evaluate and identify areas for improvement are rigorous and detailed. Good opportunities are provided for staff to reflect on procedures and training sessions and contribute suggestions to improve practice. Parents are encouraged to feedback via a comments system in the foyer. The management team have developed a series of useful, detailed checks so that they can monitor the provision including children's progress in their learning and development. Any gaps in children's learning are investigated to ensure that all children are included and supported and make progress towards the early learning goals.

Staff are well deployed throughout the nursery and demonstrate a good understanding of their role and responsibilities. Thorough induction procedures are very effective in providing new staff with the knowledge to fulfil their role and promote consistency of care for children within the nursery. Good use is made of the space to provide opportunities for children to free flow between rooms, engaging in different activities. In addition, children enjoy daily outdoor play. A good amount of information is gathered about each child to ensure their needs are met and staff know the children well, which means that they can provide effective support.

Parents are given good opportunities to receive information about their child's care and learning. Staff keep detailed notes in the baby room so they can feedback about children's routines such as how much sleep they have had. All staff are available to chat to parents when they collect their children and parents are able to view their child's development file at any time, to support and extend their learning at home. The setting has good links with external agencies, for example, the local authority and is in the process of establishing relationships with other settings that children have just begun to attend.

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

The warm and friendly staff team work well together to ensure the needs of all children are met. They effectively organise themselves during the day so that children can participate in different activities, for example, one member of staff will lead on a creative activity whilst another supports children's free play. Children's independence is promoted well as they choose if they want to join in with adult-led activities. They free flow happily between the rooms and do so with a purpose, for example, to join an activity or select a particular toy.

A clear planning and assessment system has been developed to capture children's interests and ensure that each individual child is supported according to their stage of development. All staff are able to understand and explain the system with ease. Relevant observations are undertaken of what children can do and clear targets identified for each child. This ensures that the setting is inclusive. Staff delivery of activities and interaction during free play is mostly effective. They show an interest

in what the children are saying and doing and discuss, explain, model or ask questions to support children's learning. However, on occasion staff do not use information on what the child can do to extend their learning and take them on to the next stage.

Older children show interest in the discussions at circle time and make relevant contributions. Children use their imagination as they play with the toys, for example, they pretend play with the hairdressing equipment and dolls. They enjoy being creative and will join in with painting and other art and craft activities with enthusiasm. However, the range of resources available does not always fully promote children's creativity and imagination.

Children's behaviour is friendly and respectful, they share and take turns and are considerate of each other. Staff are effective role models who encourage and promote the positive environment. Children show independence in tasks, for example, older children self serve their snack and lunch and sit and chat to staff which promotes their social skills. Children have good opportunities to learn about others as there are posters and pictures of disabled people and people from different cultures displayed within the nursery. Children play with toys including pots and pans and food from other countries and engage in activities such as looking at different homes around the world.

Younger children enjoy exploring the environment. Staff organise the baby room well so that children are stimulated by the toys and resources and are encouraged to reach and crawl for them. Babies smile and laugh as they try and grasp the ribbons hanging from the ceiling. Toddlers enjoying looking at themselves in the mirror and moving pictures around on the wall. They investigate how toys work and spend time pressing buttons and opening lids developing their understanding of early technology and problem solving. Staff say simple words which children attempt to repeat developing their language skills.

Children develop their physical skills through regular outdoor play, enjoying the different weather such as building a snowman. Older children go on visits to the local park to use the more challenging play equipment. Children demonstrate an awareness of safety as they listen to staff instructions, for example, lining up when they go outside. They hold on to the rail as they climb the steps to the slide and younger children climb up the steps using their knees before they stand to get their balance. Children learn about healthy foods as they are encouraged to choose healthy options at snack times and plant and grown vegetables. They are encouraged to learn about being healthy as staff remind them to put their hand over their mouth when they cough.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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