

# Little People Aspull

Inspection report for early years provision

---

**Unique reference number** EY234492  
**Inspection date** 03/02/2010  
**Inspector** Mary Wignall

**Setting address** Holly Road, Aspull, Wigan, Greater Manchester, WN2 1RY

**Telephone number** 01942 832662

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little People Day Nursery is one of two nurseries in private ownership. It was an existing nursery and was taken over by the present providers in 2002. It is situated in the Aspull area of Wigan and operates from five rooms in a converted building. The building has ramped access and is single storey. The nursery is registered on the Early Years Register and may care for a maximum of 70 children under eight years; of these, not more than 44 may be under three years, and of these, not more than 27 may be under two years at any one time. There are currently 62 children on roll. A staff team of ten care for the children. All have a relevant level 3 qualification, one has a relevant level 4 qualification, and four are working towards a relevant level 4 qualification. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 6.00pm for 51 weeks of the year, excluding Bank Holidays. All children share access to an enclosed outdoor play area. The nursery receives support from community advisory teachers from Wigan Sure Start. The nursery is currently working towards the Wigan Quality Standard and has been awarded the Smile Award for oral health.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well established culture of reflection and self-evaluation ensures the managers have an accurate understanding of the nursery's strengths and weaknesses. Highly effective partnership with parents involves parents in their children's learning, ensuring their individual needs are met. Most required records including consents from parents are in place. The children are active and interested in their activities as they make good progress in their learning. Actions taken since the last inspection have improved the planning of children's individual learning and the use of the outdoor play space.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure outdoor spaces and equipment are safe and suitable by minimising hazards to children and improving the record of risk assessment so that it includes information on who conducted it, and any action taken following an incident (Suitable premises, environment and equipment) (also applies to both parts of the childcare Register) 29/03/2010
- obtain prior written permission for each and every medicine from parents before any medication is given, including any emergency medicines (Safeguarding and promoting children's welfare) (also applies to both 29/03/2010

- parts of the Childcare Register)
- obtain from parents information about who has legal contact with the child and who has parental responsibility. (Safeguarding and promoting children's welfare)

29/03/2010

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

- include in the equal opportunities policy arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices.

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

Robust recruitment and vetting procedures ensure staff suitability. Annual appraisals and ongoing training ensures their continued suitability. Effective support by the two nursery managers drives improvement and ensures implementation of the nursery's policies and procedures. As a result the staff are well motivated and work well together. All staff including the designated person with responsibility for safeguarding children issues have up-to-date training and knowledge to fully protect children. A system of double checks ensures the counting in and out of children from outdoor play, ensuring their safety. Staff in each room take responsibility for completing appropriate safety checks. Checks of the outdoor space do not state who conducted them or always effectively minimise potential hazards for children. Some outdoor play equipment used is slippery and in poor repair. Parents give written permission for medicines administered to children, although systems to record their written permission for emergency medicines are not clear. These are breaches of requirements; however, the impact of these on children's welfare is minimised due to the setting's good procedures overall. For instance, staff supervise children effectively, restricting their access to unsuitable equipment. Staff consistently contact parents prior to giving children any emergency medicine and record the verbal permission.

The learning environment with low-level storage, clear text and pictorial labelling is inclusive and helps the children make real choices in their play. Robust planning systems monitor children's individual achievements, although systems to monitor the achievements of different groups of children are less clear. The equal opportunities policy does not include arrangements for reviewing or evaluating the effectiveness of their inclusive practices. Staff have a good knowledge of each child's background and needs due to excellent relationships with parents. They discuss children's care details with the parents, although information about who has legal contact and parental responsibility are not recorded. Effective self-evaluation has led to a range of strategies actively involving parents in key decisions. Parents' suggestions are acted upon. Individual guidance helps parents support all aspects of their children's play and learning. Partnership with other providers especially at transition times ensures consistent experiences for the children.

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

The management team and staff support the children's learning and development in partnership with the parents and with a strong understanding of the Early Years Foundation Stage. All staff contribute to and implement the general and individualised planning that ensures all areas of learning are consistently covered. The effective key person system means parents and staff work together, helping to progress children's learning and helping them feel safe in the nursery. Daily observations feed in to planning systems to make sure children are interested and realistically challenged in their activities. Staff use their good knowledge of the Early Years Foundation Stage to help plan and provide exciting and stimulating experiences for the children. They have a broad range of toys and resources, which are well used, attractive and stimulating for the children. They include a broad range of textures and media including sand, water, paint, computers and natural resources shared from the children's home lives, such as straw or recycled materials. Children are developing useful skill for the future. Staff talk to the children, extending their vocabulary and giving good opportunities for them to practise their communication skills. Older children follow a programme of linking sounds and letters and have colourful books and supporting materials to help include all children and parents in their learning. Younger children are encouraged to look at books in low level storage and enticing displays. For instance, children eagerly carry a large encyclopaedia to a table to look more closely at it. Staff suggest it is heavy and needs care. The children happily carry it to the table, turn the pages gently and enjoy looking at and feeling the pages. Children's learning is active as they help set out the tables with fresh resources after lunch. In helping to take responsibility for the resources they make a positive contribution to the nursery. The children develop good understanding of technology as they play on the computer competently using the mouse or in acting out roles with the till or the telephone in the role play area.

The staff encourage a genuine interest in numbers and counting. Children count independently in their own play and use their fingers to indicate how many they have counted. On finding scales and colourful teddies they work together in balancing them, making suggestions to each other about how many are needed. All children enjoy rhymes and songs. Staff create an enabling environment. As they begin to sing action songs they ask the children if they have their imaginary mouse ready, so all can move in time together and enjoy the fun. The reading of stories together which explore themes such as friendship encourages good relationships between the children. As a result the children feel secure and behave well. The children listen keenly, answering questions, and staff ensure the session retains the children's interest throughout. Children are developing a good understanding of healthy living due to planned activities and daily routines. An equipped role play dentist area develops the children's understanding. They eagerly clean their teeth after lunch showing pride as they ask adults to see their 'shiny teeth'. Staff explains the benefits of good hygiene resulting in children understanding the need to keep hands clean and germ free. Children enjoy fresh fruit and vegetables, developing their understanding of healthy eating. Specialist dietary needs are met sensitively with close working with the parents and the nursery chef. Daily use of

the outdoor area is enjoyed by children as they run, ride on wheeled toys or play with friends.

## 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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment, Records to be kept). 29/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment, Records to be kept). 29/04/2010