



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 307466

DfES Number: 583694

INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Susan Janet Lee

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Little People Day Nursery & Kidz Club
Setting Address	113-117 Liverpool Road Patricroft Eccles Manchester M30 0ND

REGISTERED PROVIDER DETAILS

Name	Miss Tracy Elizabeth Palmer
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little People Day Nursery opened in 1996; the Kidz Club which offers before and after school care and holiday care opened in 2003. It operates from a renovated clothing warehouse and is situated on the main A57 Liverpool Road in Eccles. The setting provides care for children from the local and wider community.

There are currently 65 children from birth to four years on roll. This includes 15 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery is open Monday to Friday from 08:00 until 18:00 throughout the year, with the exception of Bank Holidays.

The before school club is open Monday to Friday from 08:00 until 09:00 during term time.

The after school club is open Monday to Friday from 15:00 until 17:45 during term time.

The holiday club is open Monday to Friday from 08:00 until 17:45 during school holidays.

The out of school facility currently has five children on roll.

Children attending the nursery are grouped according to their age in five play rooms on the ground floor. The out of school provision is located on the first floor of the building. There is a small play area available for outdoor play.

Sixteen staff work with children. Thirteen staff have early years qualifications to NVQ level 2 or 3. Seven staff who hold an NVQ level 2 qualification are currently working towards a level 3 qualification. The remaining staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership and has completed the Investor in

People assurance scheme. Lots of opportunities are available for staff to attend training to further develop their practice.

How good is the Day Care?

Little People Day Nursery and Kidz Club Out of School Club provide good quality care for children. Staff develop warm relationships with the children who are happy and secure in their care. Space is well organised to meet children's needs. Good use is made of the outdoor play area. There is an extensive range of furniture, equipment and toys available to help children progress in all areas of their development. This includes a good range of play materials that reflect diversity; helping to raise children's awareness of the world around them. Most documentation is in place.

The premises are well maintained and warm and welcoming. All internal areas and most external areas are safe. Staff exercise good hygiene practices. Children learn about personal hygiene routines through daily activities such as washing hands at appropriate times of the day. Meals and snacks promote healthy eating and the setting caters for children with special dietary requirements. Staff have a clear awareness of their responsibility with regards to child protection matters and a satisfactory understanding of issues relating to special needs.

The children are engaged in a varied range of age appropriate activities. Staff deploy themselves appropriately to enable them to work closely with the children and offer them good care and support. Effective systems are in place for monitoring children's achievements. Staff have a good understanding of children's individual needs and meet these needs well. The policy for behaviour management works well in practice. Children receive lots of praise and encouragement, which raises children's confidence and self esteem.

Staff build good working relationships with parents. Effective systems are in place for keeping parents informed about occurrences and future events within the setting and also about their children's activities. Parents are happy with the service provided, levels of care and activities afforded.

What has improved since the last inspection?

At the last inspection the provider agreed to address a number of issues relating to records, policies and safety, to ensure a key worker system was put in place, to ensure that fresh drinking water was available to children, to consider ways of displaying children's work at child height and to ensure that the designated member of staff for child protection attended appropriate training.

All required details are now recorded regarding children's attendance, ensuring children are accounted for at all times. Most policies and procedures are in place; however, a few policies are not properly organised and have fragmented information, although all the relevant information is available in other places. The manager has stated her intention to organise this information to be included in the appropriate policies, ensuring they include all the relevant literature and are properly

organised. A key worker system has been implemented, enabling staff to be responsible for children's well being on a daily basis. Children's art work and colourful posters are now displayed at children's eye level; allowing the children to see their creative work.

The certificate of public liability insurance is now on display and the fire exits are safe and unobstructed; improving fire safety.

Fresh water drinks dispensers are now located in playrooms, enabling children to access drinks as they wish.

The designated person for child protection has attended appropriate training, ensuring she has up to date information with regard to child protection matters.

What is being done well?

- Space is used creatively, additional space is used as a dining room, as a venue for small group activities and if the weather does not permit the children to play outdoors, for large physical play. Children are confident to explore their surroundings. Babies are able to move around freely to practice their gross motor skills such as rolling, sitting, crawling and walking. The facilities on the first floor for children attending the out of school facility are well designed, taking into account the differing ages of children and accommodating separate active and quiet activities.
- Staff observe children whilst they play and use these observations to monitor children's progress and also to inform planning; enabling staff to plan future activities based on individual learning needs of the children. There is a good balance of free play and adult initiated activity. Staff sit on the same level as the children as they play, giving lots of eye contact and interacting with them at every opportunity to extend their language, support mathematical thinking and to encourage imaginative play. Children are confident to explore and investigate how things work.
- Staff clearly understand the behaviour management policy and apply it consistently in practice. They handle minor altercations successfully and set good role models to the children. Staff treat children with care and respect. Children respond and behave well.
- Staff have a secure awareness of child protection issues and procedures. Most staff have attended child protection training. There are effective arrangements in place to share child protection procedures with parents.

What needs to be improved?

- the safety regarding the accessibility of an exposed metal frame in the outdoor play area
- the documentation relating to written parental consent and the policy for lost children.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Minimise hazards to children outdoors.
14	Ensure the policy for lost children is available in written format and request written parental consent for emergency medical attention for children attending the out of school facility.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

At Little People Day Nursery and Kidz Club the provision is of high quality and children are making very good progress towards the early learning goals. They are happy, confident and well motivated learners who show a high level of enjoyment and involvement in a wide range of activities.

The quality of teaching is very good. Staff have a secure understanding of the early learning goals and how children learn. Through skilful observations of children staff plan a broad curriculum covering the six areas of learning based on children's knowledge, interests and needs. However there is a minor weakness in the educational programme for knowledge and understanding of the world and personal, social and emotional development. Staff know children very well and they are excellent role models who support, encourage and challenge children's learning and thinking using skilful questioning techniques. Children have time to play, extend and consolidate their learning as staff consistently re-visit, reinforce and link areas of learning together in meaningful ways. The learning environment is well-organised, bright and stimulating. Resources are stored attractively and are accessible to children.

The leadership and management of the setting is very good. The well qualified staff team work extremely well together, their roles and responsibilities are clearly defined. Management create a positive learning environment for staff and children. There is a strong commitment to staff's professional development and systems are in place to monitor and evaluate the provision for nursery education.

Partnership with parents is very good. Parents are provided with substantial information about the Foundation Stage and are actively encouraged to be involved in their children's learning. Children's progress is shared regularly through continual discussions, written reports and children's profiles. The setting operates an open door policy.

What is being done well?

- There are very good opportunities provided for children to develop their skills. The well organised and resourced learning areas are stocked extensively. These are accessible at all times and labelled well. Children know where resources are and return them when they have been used. They are confident, well motivated, independent learners.
- Comprehensive long, medium and short term plans are in place to provide a broad curriculum across all six areas of learning.
- Well-deployed staff are good at challenging children's thinking, encouraging them to talk about what they are doing, asking open-ended questions and

introducing appropriate vocabulary to extend their language skills as children 'do it themselves.' They have high expectations of the children and are consistent in their approach in managing the children's behaviour.

- Parents are given clear information about children's progress and speak highly of the provision and staff. They feel involved in their children's learning because they receive information on current themes, can easily access children's portfolios and planning is clearly displayed. This enables them to link in to the learning at home.

What needs to be improved?

- the extension of opportunities for children to develop relationships and socialise at lunch times
- the extension of opportunities for all children to benefit from the wide range of resources that are available throughout the setting that promote culture and beliefs.

What has improved since the last inspection?

At the last inspection the setting was asked to consider ways of encouraging dominant children to develop good relationships of caring, sharing and sensitivity towards others.

Very good progress has been made in this area. The children have been introduced to a range of stress relieving activities such as using stress eggs at circle time. These are tactile and children holding the eggs have a turn to talk freely. Children have increased confidence, they are encouraged in turn taking, they are more patient and more used to speaking in a group. A shy teddy and a star chart are also used as aids to good behaviour.

Staff have undertaken additional training in behaviour management and continually observe and assess the children's behaviour.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, happy and well motivated. They take part in a wide range of activities, behave well and help each other. When a child asked if she could have join in a game she was reminded by another about taking turns. When the child did have a turn she was told "Big girl B" by the child organising the game. Daily routines are not always effectively used as an opportunity for the children to socialise. Children learn about other cultures through celebrations and discussions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen and respond appropriately at registration, story time and during puppet shows. They use the opportunities during role play to act out and talk about events in their lives. The children have very good opportunities to recognise their names through self registration, named coat pegs and work files. The mark making area is used well and children write their names and letters, make lists and use the selection of one handed equipment well.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently up to 10 and more able children beyond, they recognise and write numbers up to five. Children use very good mathematical language to describe position, size and shape such as 'mine is the biggest', 'this is a triangle and this is a smaller one.' They solve simple mathematical problems when using the role play area, choosing three table mats and then setting three knives, forks and spoons for the meal. The children also make patterns using computer programmes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children have very good opportunities to explore and investigate using a wide variety of objects, materials and living things. They enjoy learning about their environment through outings and their own garden outdoors. They are interested in past and present events. The child was asked 'Are you a big boy now?' 'Were you little before?' The children are aware of cultures and beliefs of themselves and others however the wide range of resources are not always used effectively.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely throughout the environment with good control. They use the Windy Weather toys well and show a good use of space as they run with ribbons in the wind. Children use a wide range of tools and materials skilfully, developing very good fine motor skills. They manipulate and explore malleable materials confidently and competently such as play-dough and gloop. Children develop all aspects of their large physical skills in and outdoors in daily activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy planned and spontaneous activities in which they express their ideas and thoughts. They make very good use of the well resourced role play area and the small world toys to use their imagination and act out situations such as visits by fire fighters, nurses and police. They are in turn protected or saved depending on what dressing up clothes are worn. The children make good use of the wide range of musical instruments in the music area and explore sounds independently.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure children are able to use the opportunities presented to socialise and make relationships
- develop the opportunities for the wide range of multi-cultural equipment and materials to be available for use by all children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.