



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319352

DfES Number: 510099

INSPECTION DETAILS

Inspection Date	15/07/2003
Inspector Name	Alison Margaret Walker

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little People Private Day Nursery Ltd
Setting Address	The Beeches, 66 Bradford Road Stanningley Leeds West Yorkshire LS28 6DX

REGISTERED PROVIDER DETAILS

Name	Little People Private Day Nursery Ltd 2596005
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ORGANISATION DETAILS

Name	Little People Private Day Nursery Ltd
Address	The Beeches, 66 Bradford Road Stanningley Leeds West Yorkshire LS28 6DX

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 Private Day Nursery opened in 1989. It operates from six rooms in a two storey converted detached stone house. There is a fully enclosed play area. It is situated in a quiet, enclosed street off a main road in Stanningley, a suburb of Leeds. There is a regular bus service and a railway station nearby.

There are currently 69 children on roll. This includes 7 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The nursery does not currently care for any children with special needs or who speak English as an additional language.

The nursery opens Monday to Saturday all the year round. Sessions are from 07.30 to 18.00 hours.

There are 18 members of staff who work with the children, 11 of these have an early years qualification, 5 of whom work with the funded 3 and 4 year olds. Four members of staff are currently on a training programme. The setting receives support from an advisory teacher from the local school. The emphasis is on learning through play.

How good is the Day Care?

Little People nursery provides good quality care for children.

Clear, concise policies and procedures are in place and fully implemented. They give clear guidance to the nursery's whole operational plan. However, there is a minor weakness in the complaints procedure. There is ongoing staff training both in-house and external. The nursery receives support from an advisory teacher to further develop the educational provision for pre-school children. The environment is clean, well maintained and welcoming.

Staff work well together as a team to ensure that the care, safety and welfare of the children is paramount. There is a structured staff induction process which is

successful in integrating new staff. Over 50% of staff hold an early years qualification. The management team are well organised and supportive to staff.

Children throughout the nursery are happy and well stimulated. They receive constant support and reassurance from staff. An effective key worker system is in place. There is a good range of play materials, which are age appropriate and meet the children's needs effectively. Activities are planned to give the children new experiences, help them to use what they know and encourage them to learn more. However, the resources available to reflect positive images of culture, ethnicity, gender and disability are limited in some areas.

Good health and safety procedures are in place. However, there is not an effective system for recording visitors to the premises.

The nursery employs a cook who provides healthy and nutritious meals which the children enjoy. Any specific dietary needs are catered for.

Behaviour throughout the nursery is generally good. Children have clear boundaries and positive behaviour is encouraged by praise. The nursery has good relationships with parents and effective procedures are in place to keep them informed of all aspects of their child's care.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff work well together as a team. They have a clear working knowledge of the daily routines, policies and procedures which are individual to the setting. This has developed a confidence in their roles and has a positive impact on the children.
- Staff and management have a friendly approach, making everyone feel welcome in the nursery. There is a key worker system in place and staff know the children well and meet their individual needs. Children enjoy the stimulating and happy environment, they are confident, settled and have a warm relationship with the staff and each other. The nursery provides a wide range of interesting activities, which promote learning and development. Children are challenged to use what they know and to learn more. Provision for babies is very good. Staff give excellent attention to meeting babies individual needs for eating, sleeping and play. Activities are well planned for babies to give them a variety of sensory experiences. All children have the opportunity for regular outdoor play.
- The nursery is well presented, and resourced with good quality equipment both inside and out. Good use of displays and children's work creates a bright and interesting environment. This shows appreciation of children's creativity and raises their self-esteem.

- Staff have a positive and consistent approach in encouraging and valuing good behaviour in the children. The children relate well to each other and begin to understand the consequences of unacceptable behaviour. The children are mostly considerate towards one another, taking turns and sharing play equipment.
- There is a good partnership with parents and carers. They are kept well informed through good communication links, which include access to children's profiles, regular newsletters and parents notice board.

What needs to be improved?

- system for recording visitors to the premises
- equal opportunities provision
- complaints procedure.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

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	Improve the system for recording visitors.
9	Resources reflecting positive images of culture, ethnicity, gender and disability need to be more readily available in all areas.
12	Ensure the complaints procedure includes the contact details of OFSTED

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

How effective is the nursery education?

Little People Nursery provides generally good education, children are making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. The nursery is well resourced. Good use is made of the outdoor area to extend children's progress in most areas of learning.

Planning is generally good. Staff have a sound knowledge of the foundation stage. Long term plans are presently being reviewed in all areas of learning, some are complete. Minor weaknesses are reflected in areas where completed long term plans are not in place, particularly in aspects of creative, and knowledge and understanding of the world. Materials are limited which encourage them to construct, join, assemble, and express themselves through art and design. Too few opportunities are also given for children to use and develop skills in information and technology.

Interaction with the children is generally good, staff encourage them to think, by asking questions, and use language which helps develop mathematical concepts and early reading and writing skills. However, older children are not always sufficiently challenged to develop skills in calculating, problem solving, and writing for a purpose.

Staff manage behaviour well. The children are constantly praised and encouraged, they set positive boundaries for the children to follow, but these are not always consistently reinforced, resulting in some children lacking sensitivity for each other.

Assessments for children are regularly completed and used to inform future planning.

The leadership and management is generally good. The owner and manager actively encourage staff development. They are able to recognise their own strengths and weaknesses, and take positive steps towards improving the care and education provided.

Partnership with parents is very good. Parents are well informed of their child's progress, and are able to be involved in all aspects of nursery.

What is being done well?

- Staff relate very well to the children. They constantly praise and encourage them, which underpins children's confidence to speak in groups and initiate conversations with both adults and each other.
- Good use is made of the outdoor play area. Children have opportunities to use a wide range of climbing and balancing equipment, and are able to

explore and investigate their surrounding environment.

- Communication, language and literacy is given high priority, children enjoy listening to stories and use books confidently. They are able to link sounds and letters well, and enjoy using rhyme in songs and books. Older children are developing good early reading skills, and are beginning to write for a purpose.
- Children are developing some good mathematical skills, they are confident at identifying shape and size, and some older children know numerals up to ten and beyond. Some are able to recognise numerals up to ten.
- Management give good support to staff in identifying training needs. They encourage staff to access training and support from the Early Years Development and Childcare Partnership. Staff are also developing their own in-house training programmes. Positive steps are being taken to continually improve the quality of education provided.
- Partnership with parents is very good, parents are well informed about the setting and their children's progress in a variety of ways. They are able to be involved in their child's learning by taking simple activities home, which encourage the children to speak about what they are currently learning.

What needs to be improved?

- Presentation of resources in creative areas, and technology and construction to encourage children to make choices and further develop their independence, and to be able to design and construct using large equipment.
- Opportunities for children to make every day use of information and technology equipment, in order to enhance all areas of learning.
- Challenges for older children to develop problem solving and calculating skills in mathematics, and further extend their opportunities to write for a purpose.
- Reinforcement of expectations of behaviour, so that children clearly know and understand their boundaries.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children are confident at speaking in groups, and concentrate well, they are interested and involved in their play, and are able to suggest ideas. Most aspects of behaviour are good, however, some children do not always follow the expectations of staff, resulting in a lack of awareness and sensitivity of each other's needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators, and are developing ways of using ideas and speech to express feelings. They enjoy stories and are able to use books independently. Older children recognise some letters and can write their names. They link sounds and letters well, and are beginning to develop skills in writing and mark making, but they make few attempts to write and record observations for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count to ten, and older children can recognise and write numerals to ten. They have good concepts of shape and size, and are beginning to use methods for measuring, but do not always record their findings. Children are not yet beginning to use simple calculation or problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to explore and investigate both living and growing things, and are developing good knowledge of their local environment, and of other peoples cultures and beliefs. They are developing good design and making skills, and are competent at using small construction to build, however, children do not use information and technology, to further enhance their play and learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children have a good awareness of space, particularly when playing outdoors, older children are able to balance confidently, and all children can climb under, over and through large objects. They are able to use a variety of small tools and objects with increasing control, but they make few attempts to construct using large equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imaginations well, and are able to relate personal experiences through play. They particularly enjoy singing and can express themselves through using actions and movements. Most children are confident in knowing their colours and shapes, but are not as able to use a wider range of materials and textures to independently select, and express themselves through their own art and sensory experiences.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- improve the layout of resources, using a varied range of large and small equipment, particularly for creative development, to ensure children are encouraged to make choices and develop independence;
- plan and provide opportunities for children to become confident at using a range of information and technology equipment, to further enhance their learning and development;
- plan and provide further opportunities for older and more able children to develop skills in calculation and problem solving, and to be able to write for a purpose;
- ensure staff develop a consistent and positive approach to managing and reinforcing their expectations of children's behaviour and boundaries.

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.