

Little Peoples Nursery

Inspection report for early years provision

Unique reference number

EY410617

Inspection date

29/11/2010

Inspector

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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*.

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Description of the setting

Little Peoples Nursery registered in 2010 and is a privately owned setting. The nursery is located in Drayton, a residential area on the outskirts of Portsmouth in Hampshire. The nursery operates from the ground floor of a house and all children have access to a secure outdoor play area.

The nursery is registered on the Early Years Register for a maximum of 35 children under five years. There are currently 53 children on roll; of these 11 children aged three and four years receive funding for early education. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language.

The nursery employs a qualified manager to be responsible for the day-to-day running of the setting and eight other members of staff, of which half are qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team get to know each child and their family really well on entry to the setting. The use of an effective key person system results in children being treated as individuals, whose needs are exceptionally well met. The staff demonstrate an expert understanding of the Early Years Foundation Stage and maintain excellent systems from which to evaluate the provision. They have a totally committed focus; they know what they want to achieve next and plan ahead effectively, so are well placed to maintain continuous improvement such as liaising with other professionals and carers.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to build on and maintain effective working partnerships with parents, carers and other agencies in relation to children's learning and development
- develop systems of self-evaluation to identify and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The owner and staff give top priority to promoting the welfare of all children. A systematic and rigorous approach to safeguarding protects children and reassures parents. Adults are vigilant in enabling children to learn how to keep themselves safe. The setting is exceptionally well equipped and secure and this safe and very supportive environment enables children to blossom and become very good learners. Good health and well-being are promoted very effectively and necessary steps, such as always wearing protective clothing for nappy changing and taking off of outdoor shoes to enter the baby room, are taken to prevent the spread of infection. Links with a range of early years professionals and outside agencies provide levels of support for children and their parents; however, this is still in its infancy and is an area to improve on. Children are totally happy, secure and confident and parents written comments say how much their children are happy and thrive in the nursery. The owner has successfully developed a committed and enthused staff team who are totally focused on providing high quality early years education. Rigorous and accurate evaluation of every aspect of the nursery's performance leads to considered and highly effective action. The setting's education and care are highly effective in meeting the needs of children and parents. The setting actively embraces and celebrates the community it serves. Everyone is treated with respect and resources are carefully selected to reflect different cultures.

The innovative nursery provides high quality education and care. The key reason for its success is that the owner and manager are superb leaders who have the highest possible aspirations for themselves, their staff and children. The management and staff clearly value each child as being uniquely special. A sensitively planned induction programme means that all children have a very happy and successful start to their education. An outstanding partnership with parents and carers is swiftly established. Babies and toddlers develop a strong sense of security through close and caring contact with key adults who spend time with them and their families and whom they get to know really well. The all-round development of the youngest children is successfully promoted by activities specially planned or adapted to their needs. They can choose what they want to play with, gradually developing longer periods of concentration as they use all their senses. The homely, nurturing environment and welcoming, smiley staff ensure that the home to nursery bond is firmly established. Staff are exceptionally skilled at encouraging very young children to communicate. They are enthusiastic play partners, happily sitting singing nursery rhymes with the babies and toddlers. Parents feel valued and active partners because staff spend time with them to gather information about their children.

On entering the nursery, visitors are instantly struck by the exciting, stimulating and vibrant learning environment. Bright rooms filled with excellent displays convey the achievements of the children and the high expectations of staff. The children are excited to come to nursery and love to learn new things. This is because relationships between staff, children and parents are excellent and the well-planned, stimulating and exciting curriculum, indoors and outdoors, supports

their learning exceptionally well. The well thought out outdoor learning area is freely available at all times. Children love being outside and confidently learn to take risks in a safe, supervised environment. They can happily walk and hide in the nature area and create dens. They quickly learn what healthy food is by growing their own fruit and vegetables.

Children's personal development and well-being are excellent because adults provide warm physical and emotional care, so children feel very safe and thrive. They behave very well and work and play in harmony, with no squabbling. Children work very well with adults and independently. The nursery indoor area is skillfully organised into learning areas that cover all the areas of learning. Through the enticing range of high quality equipment and activities provided and outstanding teaching children are constantly challenged and motivated. Assessment of children's learning and development is excellent; children that need extra help or more challenge are swiftly identified and provided for by individual or group sessions. Detailed observations of children's interactions with their friends and adults provide staff with an excellent picture of the next steps in children's learning. Colourful photographs and detailed observations are noted in children's records of achievement, which are shared with parents and provide an excellent account of children's early learning.

Children make exceptional progress in their speaking and listening skills because the talented staff are so skilled at interacting with children. Those children who have special educational needs and/or disabilities make excellent progress, relative to their starting points and capabilities. Staff sensitively and gently encourage all children to communicate in more than single words and use gestures and sign language if necessary.

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

Children relish their time at nursery and play a dynamic role in their learning. They make rapid strides in their development because practitioners have an excellent understanding of how children learn most effectively. The nursery rooms are organised into areas linked to the areas of learning making exceptional use of space, both inside and out. Children develop excellent levels of independence, for example, they hang dressing up clothes on hangers when they have finished and with a dust pan and brush sweep up the glitter from the floor after activities. Children confidently make their own choices within the environment extending their individual ideas through play. As a result, children are highly motivated, enabling them to achieve their full potential.

Babies and young children build excellent relationships with their key workers and peers and thrive in the exciting range of activities and experiences offered to them. They show excellent imagination as they represent their ideas through role-play and playing musical instruments such as a recorder. Children become competent learners as they problem solve when using a sellotape dispenser to dispense tape to wrap up Christmas presents to put under the Christmas tree and initiate making

a basket to carry items around in. Babies are helped to explore their senses. They independently access a range of tactile toys, which includes treasure baskets with natural objects and home made shakers with water and glitter in them. They explore lights, sounds and touch with electronic toys and enjoy creative activities such as playing with shaving foam, painting and exploring sand and water.

Children communicate very well. They use words and gestures and practitioners respond to the noises they make. They babble and squeal with delight as they share stories cuddled in with practitioners and participate enthusiastically in singing sessions, which contributes to developing their communication skills. Practitioners working with children under three years have an excellent knowledge and understanding of child development; they make exceptional use of this to guide their planning and observations of children's progress. They provide an exciting and stimulating learning environment, in which babies and young children initiate much of their own learning, helping them to develop high levels of independence and competence in these early stages of their learning.

Children's reading and writing skills are exceptionally well developed. They use an excellent range of rich vocabulary to describe different ways to eat eggs and suggest how they will cook them during role-play. They confidently contribute to group discussions and listen to each others ideas about how to wrap up Christmas presents. They make connections between new and existing knowledge, for example, likening this process to what they like receiving as Birthday gifts.

Children show exceptional skills as they freely access and confidently use scissors, glue sticks and sellotape to express their own ideas through creativity. Children solve their own problems, for example, they work out how to move items such as wooden planks into a more preferred position. Children are involved in the wider community by outings to the local library and visits by Police Community Support Officers to talk about crime prevention. An atlas in the pre-school rooms depicts postcards where the children have visited on holiday and a family tree displays photographs of each child's family, this shows children diversity in the world we live in.

Practitioners have an expert knowledge and understanding of the foundation stage curriculum and use an excellent range of questioning techniques and inspirational teaching methods to extend children's learning. Children immensely enjoy talking about and documenting the incubation of eggs to watch them hatch into chicks. This teaching method ensures children understand a life cycle. Links with a range of early years professionals and outside agencies provide levels of support for children and their parents; however, this is still in its infancy and is an area to improve on.

Children learn to keep themselves safe in welcoming and stimulating purpose built facilities, where they are able to freely move around the inside and outside learning environment across the session. Practitioners are vigilant about children's safety. They ensure this with highly effective implementation of thorough daily risk assessments and exceptionally detailed health and safety policies and procedures across the provision. Children talk about safe practice, for example, they recognise they must not run out onto the decking when it is wet in case they slip. They talk

about safety during role-play, recognising the need to use oven gloves to take things out of the oven.

Children's curiosity and investigative skills are greatly enhanced by the large front garden, which has large climbing apparatus and a wooden play house to watch birds using binoculars supplied for the children. A nature trail provides opportunities for children to den build, play hide and seek and go on 'bug hunts' looking under bushes and piles of logs for minibeasts. Children dig in the digging patch and find wriggly worms. Wellington boots and wet weather ponchos are provided for the children to explore in all weathers. They grow fruit and vegetables such as strawberries, lettuces and cabbages, which they water daily using water collected from the water butts to fill up their watering cans.

Children develop a very good understanding of healthy eating, as they select from healthy options of different fruits at snack time. Practitioners are highly effective in supporting children to develop their independence; for example, younger children learn to feed themselves and older children are actively involved in setting tables. Children independently access milk and water throughout the session. They talk about where milk comes from and how it is transported, helping to develop an understanding about the importance of having calcium to help their bodies grow big and strong.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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