

# Little Sneakers at Lodge Park

Inspection report for early years provision

---

**Unique reference number**

EY217547

**Inspection date**

11/05/2011

**Inspector**

Christine Williams

**Setting address**

15 Lodge Pool Drive, Redditch, Worcestershire, B98 7LH

**Telephone number**

01527 523279

**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 assesses 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.

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 2011

## 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.

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 Sneakers at Lodge Park is privately owned and one of three nurseries and five out of school settings run by Sneakers Childcare Limited. It opened in 2002 and operates from seven rooms within a converted house. The setting is situated within a residential housing estate in the Lodge Park area of Redditch, close to shops, schools and public transport links. Children have access to an enclosed outdoor play area. The setting offers wrap around care to children attending the local first school and forms part of the Oak Trees Children's Centre. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The setting is registered on the Early Years Register. A maximum of 34 children may attend the setting at any one time. There are currently 53 children aged from six months to under five years on roll, some in part-time places. Some children are cared for on the first floor with stair access. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special education needs and children with English as an additional language.

There are 11 members of staff, 10 of whom hold appropriate early years qualifications to at least NVQ Level 2 or 3. One member of staff is working towards a degree qualification. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

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

Overall the quality of the provision is outstanding.

This small, but highly effective nursery has many outstanding features. Outcomes for children are excellent and they gain significantly from imaginative and high quality learning experiences. Arrangements for supporting children's language development are a particular strength and showcase the highly proactive approach taken to meeting individual children's needs. Safeguarding procedures are extremely thorough and all aspects of children's welfare are promoted to an exemplary level. Partnership arrangements are excellent and parents speak highly of the way the nursery cares for their children. The nursery's strong leadership and successful staffing team means that children experience a safe and extremely rewarding start to their early education. Monitoring, tracking and evaluation are evident across the whole of the nursery and result in well targeted plans for the future.

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

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

- extending and developing further the ways in which staff support the particular learning fascinations of boys.

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

Safeguarding procedures are extremely rigorous and child protection strategies are exemplary. Staff have all received high levels of training to develop their expertise and skill in safeguarding. Induction procedures focus on the importance of protecting children and safeguarding is a regular agenda item during appraisals and staff meetings. As a result, staff understand their role and responsibilities, and are confident in carrying these out. Staff recruitment procedures are very comprehensive and adults are always alert to changes in children's behaviour and work proactively with key agencies and parents.

Leadership and management are outstanding. Those in charge are fully focused on the drive for quality and there is a strong team ethos; with staff working together extremely well. Excellent partnership working, very strong safeguarding procedures and high levels of reflective practice are key to the setting's success. Day-to-day management is particularly well-organised, with staff given time to carry out observations, planning and self-evaluation. Staff's individual strengths are built on so that they take ownership and are encouraged to act with initiative. As a result, they feel their work is valued and willingly take on special responsibilities for new projects and initiatives. This has included such things, as developing the garden area and introducing innovative ways to support those children who speak English as an additional language. Staff demonstrate enthusiasm and a thorough understanding of their role. They can clearly describe what steps they have taken to work closely with parents and outside professionals, what discussions they have had and how their actions have had a significant impact on the outcomes for children. They are proactive in their approach, and this has been particularly successful in relation to children's health and language development. For example, arrangements for supporting children with English as an additional language are highly effective and include such things as visual clues, gestures and photographs. Staff use children's own home language to help support their developing use of English and record children's voices so that this can be shared with parents. Children's different learning styles and interests are known and some good work is being done to build on the particular interests of both boys and girls. Activities such as outdoor play, den building and exploration activities are supporting the fascinations of boys, although there is room to do more in this area.

Successful partnership arrangements have been instrumental to many of the nursery's achievements. Staff work with ease across different agencies and services, targeting support for individual children and gaining advice and guidance for parents. There is close liaison with the local children's centre and the relationship with the local school is strengthening. There are excellent relationships with parents. They recognise what the nursery does and the positive impact it is

having on their children. Parents are kept well informed at all times. There are daily chats with staff, regular parent evenings and a wealth of displays and information about what their children do and the progress they are making. Busy working parents are enthusiastic with praise for the nursery and say they appreciate how staff always find time to talk to them, even at short notice.

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

Children settle quickly and respond extremely positively to the excellent care and early education provided. They gain significantly from the imaginative range of high quality learning experiences offered and are well prepared for their future learning. Rich indoor and outdoor activities offer a wide variety of learning, using creative and playful approaches. For example, baby and toddler rooms are designed to stimulate children's senses and exploration is offered through interesting household objects and textured and natural materials. There are comfortable tented quiet areas where children can rest or sit to look at books, and a special room for focused activities, such as using computers or simple science equipment. All children, including those with English as an additional language, develop excellent listening and communication skills due to effective strategies, such as 'Nursery Talk'. Staff carefully assess children's learning needs, track the progress they are making and plan exciting ways for children to learn more.

Children show exceptional independence, are eager to take on new challenges and to explore new things. Turn taking and sharing is evident and children develop strong self-esteem as they grow independent and learn to act with initiative. Strong messages about being kind, considerate and listening to others ensure children behave well and develop excellent social skills. Three and four-year-olds confidently make choices and are quick to show what they can do. For example, they relish taking responsibility and proudly show off the medal they wear when being the special helper for the day. A high emphasis is placed on sensory and discovery play and interesting objects, such as cushions, silk scarves, pots and unusual seed pods, which are used to spark children's curiosity. There is a sensory room where babies and toddlers delight in experiencing different coloured lights and bubbles, as well as soft bocks to scramble over. Four-year-olds are confident in using numbers, language and computers and are developing the skills they need when moving onto school. For example, they line up sensibly to move to other parts of the building and work cooperatively with each other to help tidy away their toys. Children become engrossed in their imaginary games, creatively express their ideas in their artwork and construction play, and enthusiastically join in with songs and rhymes.

Daily outside play and nutritious meals and snacks ensure children understand about healthy living and develop strong physical skills. They enjoy hot meals and tasty desserts at lunchtime, and discover new tastes and textures during snacks. For example, peppers, cherry tomatoes, raisins and pineapple are offered so that children can learn to make healthy choices. Children's physical skills are well developed and they build strong muscles as they climb, slide and balance. Early

walking skills are enhanced through opportunities to sit, stand and scramble on soft blocks and these help babies to strengthen their limbs and develop the confidence to take their first steps. Children show they feel safe, happy and secure. Their safety is given a high priority and they willingly practise new skills because they know staff are close by to offer support when they need it. Simple rules, such as, not to run when using scissors and to hold hands when going for a walk, help children to develop strategies for keeping safe. They talk confidently about who they trust and what to do if they feel scared.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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: Met

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