

Little Peoples Nursery

Inspection report for early years provision

Unique reference number EY418500
Inspection date 20/05/2011
Inspector Fiona Robinson

Setting address Warden Hill Junior School, Birdsfoot Lane, LUTON, LU3
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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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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.

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Description of the setting

Little People's Nursery was registered in December 2010. It is run by a committee and previously operated from other premises from May 2007. The nursery is a purpose built, single storey building set within the grounds of Warden Hill Junior School in Luton, Bedfordshire. It has the use of a secure, enclosed, outdoor play area, a large room and the outdoor environment. The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 33 children aged between two and eight years may attend at any one time. Currently there are 61 children on roll, all of whom are in the early years age group and all receive funding. It is open each weekday during the school term from 7.45am to 6pm. Children come from the local area and attend for a variety of the sessions on offer.

There are six members of staff who work with the children. Of these, all hold National Vocational Qualifications (NVQs) at level 3. One member of staff has early years professional status, a BA Honours degree in early years and a NVQ at level 4. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children behave very well and are fully included in a good range of well-organised activities. They achieve well because staff take into account children's individual needs and interests. There are excellent links with parents, the host school and outside agencies, and information is shared very successfully. The manager and staff have a clear knowledge of the nursery's strengths and areas for improvement, and there is a good commitment towards continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to explore and investigate their natural environment
- develop further children's problem solving and investigative skills in activities.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because staff fully implement comprehensive policies and procedures. They have an excellent awareness of health and safety and child

protection issues and know their responsibilities fully. Risk assessments are very thorough and are carried out regularly to ensure children's safety in the indoor and outdoor environments. There are rigorous systems for parents to follow when collecting their children. Robust staff recruitment and vetting procedures are in place and ensure that all adults having contact with the children are suitable. Staff are deployed very effectively so that children are supervised throughout their time at the nursery. Children access a good range of equipment that is safe and suitable for their ages. Staff ensure that children understand and experience fire evacuation practises regularly to familiarise them with the routine and this contributes to their strong feelings of safety.

The nursery is well-led and managed and there are good self-evaluation systems in place. The manager and staff take the views of parents and children into consideration when they make plans to develop the nursery. However, planning shows that opportunities for children to explore and investigate their natural environment are not fully developed. Staff regularly monitor children's activities and note their observations of their progress. These records are used effectively to plan the next steps in children's learning. Staff make effective use of a good range of resources to meet the needs of the children. They promote equality and diversity to an outstanding level and ensure all children are fully integrated into the activities on offer. Staff and children competently use sign language to tell the story of 'The Three Little Pigs', which helps to ensure that all children, including those with special educational needs and/or disabilities and English as an additional language, understand the story. The manager and staff demonstrate a good capacity to improve in their exciting, new environment. They regularly attend training sessions to enhance their qualifications and experience.

Partnerships with parents and carers are outstanding. They receive information about special events and activities through informal discussions, comprehensive newsletters and the parents' notice board. They say their children enjoy their time at nursery because staff are very friendly and approachable and have created a bright, stimulating environment. They are kept very well-informed of their children's achievement and progress. Key staff share children's learning journeys with parents, who are appreciative of consultation meetings and twice yearly written reports. They are very supportive of fundraising activities and trips and visits to the park and farm. Partnerships with the host school are outstanding and the nursery benefits from the use of the outdoor environment. There are excellent partnerships with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language. Information is shared very effectively with other locations to ensure children experience a smooth transition into full-time education.

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

Play is well organised and purposeful and children achieve well. Staff value their interests and ideas and include these in activities. Key staff evaluate their planning carefully and use the information gained to plan further activities to develop most

of the children's individual skills. Themes, such as summer, the beach and flight enhance the children's experiences. However, opportunities for children to develop their problem solving and investigative skills are more limited. Children have excellent relationships with staff and their peers. They behave very well because staff are excellent role models with very high expectations. Children quickly settle at chosen activities and readily share their toys and resources with one another. Staff have a consistent approach to managing children's behaviour and promote their independence very well at snack time. All children are fully included in activities. Festivals, such as Harvest, Diwali, the Chinese New Year and Easter enrich their experiences throughout the year. Staff and parents tell children about lifestyles, customs and food in China, India and Cuba. This helps to enrich children's understanding of the wider world.

Children develop an excellent understanding of keeping safe. They ride their bicycles and pedalled vehicles with control and are able to risk assess their own play very well as they balance and climb on apparatus. They use equipment very safely as they prepare fruit kebabs, vegetables and smoothies. Children also benefit from talks on fire and road safety from the fire and police services. They have a good understanding of keeping healthy and skip, jump, run and walk with confidence. Children have healthy snacks and learn about making healthy choices from the snack bar. They enjoy food tasting activities where they taste water melon, celery and mango. They also experience different types of bread, such as chapattis, pitas and wholemeal bread. During the Chinese New Year celebrations the children ate vegetable spring rolls and prawn crackers in their Chinese restaurant.

Children are keen to come to the nursery and achieve well. They listen carefully to stories, such as 'Goldilocks and the Three Bears' and act these out through role play. Their creative skills are developed well as they make models of hot air balloons for their topic on flight. They create colourful collages of hungry caterpillars and have a good understanding of the lifecycle of a butterfly. Most children can count to twenty and beyond and write their own names. They practise their counting skills as they sing songs, such as 'Five Little Monkeys' and can identify two-dimensional shapes. Children skilfully use the computer and take photographs of their experiences at nursery. They tunefully sing 'Old MacDonald Had a Farm' and excitedly talk about a recent visit to a farm. They enjoy mixing colours and painting pictures of themselves for their art gallery. Overall, children enjoy coming to the nursery and staff are preparing children well for future learning experiences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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