

Little Learners Nursery Ltd

Inspection report for early years provision

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Inspector Donna Stevens

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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 Learners Nursery Ltd was established in 1994 and was re-registered into a Ltd company in 2010. It operates from a classroom at Blakeley Heath Primary School. The nursery has access to a kitchen, large hall, toilets and enclosed outdoor play area. It serves children from the local community. The setting is accessible to all children.

The setting is open five days a week during school term times. Sessions are from 08:45am until 11:45am and 12:45pm until 3:45pm. The setting is currently closed on a Thursday afternoon.

A maximum of 26 children may attend the setting at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and provides funded early education places for three and four year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four members of staff, of these, three hold Level 3 early years qualifications. The manager has higher qualifications having obtained an Honours Degree in Early Years Education and Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and secure, enjoying a wide range of exciting and stimulating activities that support their learning and development in all areas. Staff have successfully created an environment that is safe and welcoming for children and families. Partnerships with parents, other settings and external agencies are excellent and are significant in ensuring consistency of care and meeting children's individual needs to a high standard. This allows children to reach their full potential in all areas of development in relation to their age, ability and starting points. Management and staff have a highly effective programme for evaluating their practice, allowing them to clearly identify areas for continued improvement.

What steps need to be taken to improve provision further?

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

- developing further the opportunities for children in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are extremely safe. There are robust policies and procedures to ensure that children are very well safeguarded at all times. Rigorous vetting procedures ensure that all staff and volunteers who work with the children are suitable to do so. The premises have been fully risk assessed, and safety checks before each session ensure children's continued safety. All staff have attended safeguarding training and additional steps are taken to protect children, including clear procedures for taking photographs of children and detailed records of personal and intimate care needed.

Self-evaluation is highly effective and views of children and parents are valued and acted on. A suggestion that the outdoor area be improved has seen staff, parents and children working together to create a stimulating environment that provides a range of activities. The group continue to develop opportunities for outdoor play. Staff have a very positive attitude to their own self development and an effective programme of observing each other as they interact with the children is one of many ways that allow them to reflect on their practice and focus on improvements that will directly impact on the children in their care.

Staff and management have established excellent relationships with parents. They work closely together to ensure that staff have a detailed knowledge of the child and family. Parents commented that they were 'very pleased with the provision' and that 'children had grown in confidence' and 'were very ready for the move to school'. Firm links between home and school are encouraged through a range of bears that travel on holiday and for days out with the children. Parents and children record their visit in a scrap book, allowing children to share their home-life with the setting. Staff actively encourage children to share their knowledge of where they have visited, demonstrating a positive attitude to widening their knowledge and understanding of other ways of life. Children with additional needs are welcomed in the setting and staff work closely with other professionals providing early intervention that supports their individual needs. Families with English as an additional language are extremely well supported as staff work with parents to exchange simple key words and phrases and invite them into the setting to improve their language skills. Diversity is embraced and celebrated and each child and family is made to feel special.

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

Children make excellent progress towards the early learning goals and in all areas of their development because staff and management have a clear understanding of the Early Years Foundation Stage. The nursery room has been set up to provide areas for different play supporting children's learning in all six areas. Each area is very well resourced with toys and equipment stored at low level to allow children to make their own choices. At the start of each session children's names are drawn from a bag and the one chosen selects equipment from picture cards. This allows

children to take control of their experiences. After an initial circle time children are free to choose their own activities or join in with a focused activity. They can play inside or out.

Children are extremely happy in the setting and close relationships with both the staff and their peers are evident. A highly effective key person system enables staff to observe children at play, assessing their progress and keeping notes on stickers that are then collated into their early years profile. Parents are actively encouraged to be part of this process, completing stickers at home of children's achievements. This helps to give a rounded picture of children's abilities and this can be considered when planning future activities. Staff are skilled at extending children's knowledge and providing challenge and extension to their learning. During a number-based activity children sang a song about sausages. They made the correct number of sausages from play dough, confidently pointed to the written number that represented the amount they had and then began to explore subtraction as each sausage 'popped in the pan'. Children who had grasped this thoroughly enjoyed the challenge of two popping at the same time and confidently counted and subtracted in two's.

Children have excellent opportunities to develop their knowledge and understanding of the world through a range of exciting activities. Staff link learning opportunities to children's life experiences and when looking at life in other countries focus on ones children have visited or have family from. A parent from Australia spent time in the nursery showing children examples of aboriginal art that they then re-created, and a family visit to Iraq provided photographs that allowed children to look at clothing and food from that country. Children are enthusiastic about learning things and delight in pointing countries out on a globe and in an atlas. This helps them to understand that there are different ways of gathering information, an important skill for future learning. Children are extremely confident and articulate. They can play as a group, sharing ideas and cooperating during imaginative play. Whilst skilfully using programmes on the interactive white board they not only wait patiently for a turn but delight in other children's achievements and are eager to help their peers if they are not sure. They demonstrate a deep respect for each other and their environment and their behaviour is exemplary.

Children are encouraged to develop their independence and are confidently able to care for their personal needs. They wash their hands after using the toilet and before eating. They take responsibility for handing out drinks at snack-time and butter their own bread and toast using cutlery skilfully. They learn about healthy lifestyles and develop good habits for the future as the setting embraces initiatives such as 'Change for life' a scheme encouraging exercise and healthy diet. Not only have they arranged activities for the children including visits from health and sport professionals but have arranged evening events for parents and extended family. This allows the whole family to take part and forges the links with home and the setting.

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

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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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