

# The Little Lot Nursery

Inspection report for early years provision

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**Inspector** Sylvia Cornock

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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**

The Little Lot Nursery is run by a limited company and has charitable status. It was registered in 1992 and operates from a designated playroom, the small and large school halls and food technology room on the first floor, within Stockton Heath Primary School. The nursery is situated in the residential area of Warrington in Cheshire. Children have access to a secure enclosed outdoor play area. A maximum of 32 children in the early years age range may attend the nursery at any one time, of whom none may be under two years. The nursery is open Monday to Friday from 8.25am to 3.15pm during term time only.

There are currently 52 children on roll, all of whom are within the early years age range. Of these, 40 are in receipt of funding for free early education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register.

There are six members of staff, including the manager who work directly with the children. Of these, the manager and four staff members hold a National Vocational Qualification (NVQ) at level 3 in early years and one staff member holds a teaching certificate in early years. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted with some outstanding aspects. Staff are professional and provide an extensive range of highly enjoyable activities and resources. Children make good progress in their learning and development with systems for assessing their achievements being developed. They are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children's progress is imaginatively shared through excellent partnerships with parents, carers and other early years professionals. The setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

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

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

- develop further systematic assessments of each child's achievements, interests and learning styles.

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

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Highly effective and extensive recruitment, employment and induction procedures are in place to protect children. Staff have a comprehensive knowledge and understanding of safeguarding issues through attending regular training and the implementation of comprehensive policies and procedures. They ensure that the environment is always safe, clean and fit for use through extensive daily risk assessments and safety checklists. The organisation and management of the setting is good with the focus always being on helping children to make good progress in their learning and development and effectively promoting their welfare and safety.

The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards for the children, their families and the local community. This is demonstrated through a high proportion of staff holding an early years qualification and undertaking further training to support their existing expertise. Regular meetings and good self-evaluation systems ensure the management team have a clear awareness of the setting's strengths and areas for improvement. The highly effective deployment of staff and use of high quality furniture, equipment and resources clearly benefits children, who thrive as a result of the environment they are in.

A comprehensive equality and diversity policy outlines a commitment to promoting inclusive practice. Staff have an exceptional knowledge and understanding of individual children and as a result their needs are met extremely well. Children with special educational needs and/or disabilities are effectively supported through staffs' outstanding liaison with other professionals, parents and carers. Children who speak English as an additional language and children from the travelling community are superbly supported. Excellent systems are in place to work alongside the host school reception class teacher, other settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. Parents and carers comment on how they appreciate the caring and dedicated staff.

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

Children are extremely settled, have fun and make good progress in their learning and development. The extensive range of resources and equipment are varied, stimulating and easy to access. Staff regularly observe children and are currently introducing a new system to assess their achievements, interests and learning styles. However, this is not yet fully embedded which has a small impact on tracking children's progress. Thoughtful planning results in children's interest being captivated, and them quickly learning how to be positive, considerate people with a desire to participate and achieve.

Children are making good progress in their personal, social and emotional development. Staff make excellent use of praise and confidence building to successfully encourage children to behave well and play cooperatively. The excellent resources enhance children's development of communication, language and literacy skills. Children enjoy looking at books as they freely access the well-presented library area. The resources and activities provided for problem solving, reasoning and numeracy are a strength of the nursery. For example, they access a set of different sized sand timers and observe the sand flowing and confidently guess which will empty first.

Children's creativity is supported through an excellent range of role play equipment, construction toys and an extensive variety of media. They have good opportunities to use programmable toys and equipment, such as computers, laptops, music players, calculators and cameras. All children enjoy the exciting outdoors where they can choose from a wide range of activities to develop their creative and physical skills. They regularly explore the local environment and learn about the living world. Examples of this are where they find insects and use a magnifying glass to count the number of legs on the fly. Children are learning to value peoples' differences through the celebration of festivals and accessing resources, which positively reflect race, gender and disability.

Children's welfare is effectively promoted. Staff are exceptionally effective at encouraging children to participate and adopt good personal hygiene routines and to partake in regular physical activity. This evidently nurtures within children a secure understanding of how to maintain a healthy lifestyle. Children demonstrate an excellent understanding of how to keep themselves safe, which is clearly encouraged through topical themes, discussions and taking part in evacuations of the building. They show an exceptional understanding of healthy eating and make healthy choices at snack and meal times. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children are developing good skills for the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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