

# Little Achievers Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY272198

**Inspection date**

24/08/2011

**Inspector**

Ruth Thrasher

**Setting address**

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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*.

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.

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## Description of the setting

Little Achievers Day Nursery is one of five nurseries run by Rosy Apple Childcare Ltd in the Lancashire area. It opened in 2003 and operates from a single-story, purpose-built building with secure outdoor play areas. The nursery is in the Ribbleton area of the city of Preston. It opens each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 59 children under eight years may attend the nursery at any one time. There are currently 51 children on roll, of which 50 are in the early years age group, some in part-time places. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

There are 11 members of staff who work with the children, nine of whom hold early years qualifications to at least level 3. They are supported by a cook and part-time administrator. The manager has recently achieved Early Years Professional Status. The nursery provides funded early education for children aged two, three and four years. The nursery has achieved Investors in People and the Step into Quality award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development in a well-resourced environment where they have lots of opportunities to extend their learning outside. Staff are enthusiastic, know the children well and generally use this knowledge to plan effectively to meet their individual needs and provide appropriate learning experiences. Well-established partnerships with outside agencies and a satisfactory relationship with parents and carers ensure consistency and support for children's learning and welfare. A number of improvements have been made to the nursery premises to improve outcomes for children. The managers and staff demonstrate a strong commitment to maintain continuous improvement through the process of self-evaluation and participation in quality improvement schemes.

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

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

- extend the current format of observations and planning to more clearly identify next steps in children's learning that are personalised to meet their specific individual needs
- extend the sharing of information with parents and carers to improve the two-way flow of information about their children's learning and development.

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

All staff have completed safeguarding training and are clear about their roles and responsibilities to refer any concerns and follow the nursery's written procedures to protect children. There are robust recruitment and vetting procedures in place to ensure all adults who come into contact with children are suitable to do so. This includes Criminal Record Bureau checks, references and a comprehensive induction process. Children's security in the nursery is enhanced by the use of closed-circuit television, a daily health and safety audit and regular risk assessments.

The management has a clear ambition to provide good quality childcare by ensuring staff have opportunities to develop and complete ongoing training. Staff contribute to the self-evaluation of the nursery, reflect on their practice and take part in quality assurance schemes. The manager has achieved Early Years Professional Status and part of her role is to model good practice and develop staff. Therefore she works directly with the children for a number of hours each week.

The nursery is well-equipped, with resources that are set out in areas of continuous provision, such as the discovery and mark-making areas which enable children to explore different areas of learning. The baby and toddler rooms have a range of attractive equipment that encourages young children to explore and experiment in safety, including lots of mirrors, soft play and comfy adult and child-sized furniture. Each area is regularly reviewed and enhancements added to add interest and meet learning needs.

Staff ensure all children are included and their diverse needs met through the use of a key person system and individual planning based on children's next steps. Adjustments to the provision are made to ensure that all children are able to participate in activities including those with additional needs. Boys and girls have equal access to activities as staff provide for different learning styles, with plenty of scope to be physically active across all areas of learning.

Partnerships with outside agencies and other nurseries within the group are strong. Staff attend meetings with other professionals to support children and use the expertise of other practitioners or borrow resources from the other nurseries when appropriate. There are links with reception teachers from local primaries who visit the children in the nursery. The use of setting link books provides continuity in children's learning and welfare if a child attends more than one early years setting.

Nursery staff involve parents and carers in their children's learning in a variety of ways, such as through questionnaires, information weeks and newsletters. When children start at the nursery staff complete a care plan to establish their children's care needs and interests. Parents and carers are invited to look at their children's developmental files at any time. However, parents' and carers' comments and children's achievements from home are not routinely included to support the two-way flow of information. Parents and carers are pleased with the quality and

flexibility of the provision and say that children settle quickly and enjoy coming to nursery.

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

Children throughout the nursery are settled and absorbed in their play. Staff explain the activities available at circle time, children chose what they want to do and freely select resources. They particularly enjoy the outside area, which has different areas they can explore, including natural areas, areas to build and dig, and a circuit where they peddle bikes. Children love the 'keyhole' story area in the hut, which supports their enjoyment of books. They learn how things grow, plant herbs and vegetables and care for living things, including goldfish and African land snails. Babies and toddlers develop their physical skills as they explore the sandpit and boat or negotiate the small wooden bridge. There are plenty of activities to engage all children, and staff actively support their learning, show them how to share and take turns on the bikes and remind them to be considerate of others. Staff regularly praise children's achievements and act as positive role models. As a result, children behave well and develop confidence and self-esteem.

Children learn to appreciate the diversity of the wider world through activities, such as, 'language of the moment', when they learn about different countries and cultures. They are involved in a project to support a nursery in Gambia. Staff have visited the nursery and share first-hand experiences of the way of life of the children in Gambia. This enables the children to develop an understanding of different lifestyles through meaningful experiences.

Children develop trusting relationships and experiment with confidence. For example, a toddler spends time putting things in containers and cupboards. Another is fascinated by a battery-operated musical toy that he plays over and over again. In this way children consolidate their learning. They learn to keep themselves safe when staff explain the importance of wearing a hat when riding a bike. They learn about healthy lifestyles as they pick the baby carrots to wash and eat for their snack. When it rains there is a rush to put on waterproof clothing and go outside to play and therefore children enjoy fresh air and exercise whatever the weather.

Staff use observations of the children to plan for the next steps in their learning and link these to the planning of focused activities and enhancements to ensure these are linked to children's needs. However, occasionally these are not sufficiently personal or clear in the plans so that other staff are aware of these if their key persons are absent. There are good opportunities for children to develop skills for the future as they are making progress in communication, literacy and numeracy. Children play at being 'hospital people' and fill in forms or develop their mark-making skills, making patterns in coloured sand. They develop their understanding of number and problem-solving skills throughout their play, for example, as they use weighing scales or play matching and sorting games. They enjoy using technology in fun ways, such as, the listening corner equipment or the karaoke machine.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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	2
The extent to which children adopt healthy lifestyles	2
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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## **Annex B: the Childcare Register**

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

Met