

Little People Day Nursery and Pre-School

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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 People day nursery was registered in 1996 and is owned by a private individual. It operates from a two storey, renovated clothing warehouse and is situated on the main A57 Liverpool Road in Eccles. Children attending the nursery are grouped according to their age or developmental stage into the Early Years Unit and the Foundation Stage Unit. These areas are all currently on the ground floor. There are secure play areas available for outdoor play.

A maximum of 82 children may attend at any one time. There are currently 48 children attending who are within the Early Years Foundation Stage. Of these, one child receives funding for early years provision. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. Children are able to attend for a variety of sessions. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery currently supports children with special educational needs and/or disabilities. The nursery employs 15 members of staff who work with the children. Of these, 9 hold appropriate early years qualifications. The nursery receives support from the Sure Start Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in their inclusive care environment. They enjoy a range of activities and experiences which mostly support them to make satisfactory progress in their learning and development. However, planning and some operational systems are not fully developed across the nursery. Parents, staff and professionals from external agencies work suitably well in partnership for the benefit of the children and links are being developed to include parents in their children's learning and development. The nursery demonstrates a suitable capacity to make continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out full risk assessments for each type of outing (Outings). 09/11/2011

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

- ensure regular premises risk assessments are conducted and that they clearly identify aspects of the environment and outdoor areas that children come

into contact with in order to minimise all hazards and ensure the safety of the children

- develop further systems of obtaining information regarding children's starting points when they first attend from parents and enable parents to have ongoing opportunities to contribute and discuss their children's observations, next steps and planning
- develop planning, observation and tracking to meet the needs of the individual needs of the children across the setting.

The effectiveness of leadership and management of the early years provision

The manager and her team ensure children are safeguarded through their secure understanding of child protection issues and the procedures to follow in the event of such concerns. Effective recruitment procedures ensure children are only cared for by suitable adults and systems, such as, induction and appraisal, assures the ongoing suitability of staff. Entry to the setting is well monitored. Children are further protected because the staff keep well organised accident, medication and attendance records. Detailed risk assessments are undertaken annually, such as, water play, hazardous substance and bathrooms. However, a system of daily checks to ensure that potential hazards are identified and minimised are not maintained. Specific risk assessments for outings are not completed.

Children benefit as the staff team are well established and work well together. Regular team meetings and appraisal systems effectively motivate staff and enable the staff to evaluate provisions and make improvements. Self-evaluation is led by the management team and is shared at team meetings. The nursery has just undergone a complete refurbishment and redecoration programme. The large, airy rooms are well resourced, equipment is accessible to children and the large patio doors ensure children have opportunities to access the outdoor areas. Positive images and resources are displayed around the setting and some displays include words translated into French and Polish reflecting the children who currently attend.

Children are beginning to benefit from the relationships that their parents and staff have. Notice boards, newsletters and daily communication keep parents informed of their children's daily routines. Summaries of weekly planning are displayed for parents along with tips to help aid communication with their children. Staff obtain basic information about each child at admission, such as, dietary needs and likes. This means that parent's wishes and children's needs are appropriately met. However, details about children's starting points are not obtained. The setting has developed relationships with other settings by providing transition information so that they have an understanding of the child's needs.

The setting offers sensitive support to children who have special educational needs and/or disabilities. They support children with additional needs, such as, mobility difficulties, by writing individual educational plans for them. Children develop positive attitudes towards themselves and others as the staff teach them about their own cultures and beliefs and challenge discriminatory behaviour.

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

Children display a strong sense of belonging and security within the setting and enjoy their time at the nursery. Satisfactory attention is given to helping children learn about healthy lifestyles and develop skills for the future. They are cared for by a friendly and caring staff team and children enjoy their time participating in the range of resources available to them. Staff engage in children's play, ask the children questions to encourage their thinking and implement ideas into their games.

Systems of planning and observation have been developed to identify children's achievements and future learning needs. However, these systems do not enable parents to contribute what they know about their children to help them to make progress towards the early learning goals. Staff and parents share some information about children's progress. However, this is not consistent across the nursery and children's progress is not tracked. This means that children's progress is not maximised.

Children display confidence and take initiative when working independently, as well as cooperating with their peers. Indoors and outdoors, children have a satisfactory range of age and stage appropriate toys, from which, to choose in easily accessible boxes and storage units.

Children's health is promoted throughout the nursery. The premises are clean and discussions take place about the importance of drinking water to 'keep tummies healthy'. Menus reflect a balance of healthy snacks and meals. These are freshly prepared on the premises and include lots of fresh fruits. Children are developing good physical skills as they negotiate steps inside and outside and different surfaces, such as, decking, tarmac, and grass. They enjoy digging in the soil, filling and emptying buckets in the sand and splashing in puddles.

Children are becoming confident communicators. The nursery has become an 'Every child a talker' setting and a member of staff has responsibility for developing this initiative. Children are learning to listen well during stories and in circle activities and staff use every opportunity to extend their vocabulary and language skills. Children can freely make marks using a variety of media, such as, chalks, pencils, crayons, paint and water. The younger children interact with the smartboard in their room and understand how to rub out patterns after they have made them. Children learn mathematical skills as they sing songs and play matching games. They explore volume and capacity as they pour sand and water from one container to another, using a range of tools. They engage in creative activities as they experiment with paint to represent traffic lights, dress up in the role play home area and explore musical instruments. Photographs about French, Indian and English 'weeks' and children's art work are on display and create a sense of belonging and help the children feel valued.

Children are beginning to manage some aspects of their own safety as they are

encouraged and supported to behave in ways which are safe for themselves and others. They participate in monthly emergency evacuation practises and this ensures that they know and understand what to do in the event of a fire. Children are well behaved in the setting and their self-esteem is successfully promoted by staff who provide consistent praise and encouragement. Children enthusiastically share the responsibility for tidying up and confidently talk about their friends.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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