

# The Little People Day Nursery

Inspection report for early years provision

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**Unique reference number** EY424050  
**Inspection date** 07/09/2011  
**Inspector** Angela Cole

**Setting address** 165 Hucclecote Road, GLOUCESTER, GL3 3TX

**Telephone number** 01452 610477

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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

The Little People Day Nursery was re-registered under the current management in 2011. It is one of a small group of nurseries run by All About Children Limited. The nursery operates from a converted, detached house in the Hucclecote area in the city of Gloucester. Children are cared for within four age-based areas, including a baby unit, and have access to two, enclosed, rear gardens. The nursery is open each weekday from 8am to 6pm all year round, except for Christmas week and bank holidays.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 72 children in the early years age group may attend the nursery at any one time. Of these, not more than 24 may be under two years. There are currently 69 children aged from three months to under five years on roll, some in part-time places. The nursery cares for a number of children with special educational needs and/or disabilities.

There are 18 members of staff and 12 hold appropriate early years qualifications. Of these, two members of staff are working towards a qualification. There are three staff who have gained degrees, two in Childhood Studies and one in Early Years at Foundation Degree level. The nursery provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has made an impressive start under its new management to effectively meet the needs of children. Staff embrace many aspects of the Early Years Foundation Stage framework so that children enjoy their learning. Most documentation is well completed so that children are included and feel very safe in the caring atmosphere. Overall, staff implement detailed procedures and policies that effectively safeguard children's welfare. Excellent partnerships with other professionals and strong relationships with families further support children's well-being. The management and senior staff have an ambitious vision for the nursery and a very good, clear commitment to support ongoing improvement.

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

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

- check that first aid boxes have appropriate contents to meet the needs of children. (Safeguarding and promoting children's welfare) 08/09/2011

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

- extend the written risk assessment of the pre-school area to cover anything with which a child may come into contact
- extend children's access to outdoor play to increase opportunities for their independent learning.

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

Children are well safeguarded because of the staffs' recently revised and growing knowledge and understanding of child protection procedures. Thorough and effective, written policies, including the comprehensive safeguarding procedure, are known by all staff and are well shared with the parents and carers. People who are not vetted are always accompanied and systems are in place to check staff's ongoing suitability to protect children. Staff carry out and record detailed risk assessments to check the safety of the children in the play areas and on outings. Although storage of cleaning materials in the staff cloakroom is identified as a possible hazard, this has not yet been added to the risk assessment. Detailed documentation is completed to support the children's health and a significant number of staff have current, paediatric, first aid training. Items of first aid are always available, although some are out of date and have the potential to put children at risk..

The staff effectively promote equality and diversity. As a result, children make consistent progress in their understanding that, although everyone is different, all are just as important. Good deployment of the wealth of high quality resources enables children to self-select toys of their choice; these are well labelled and many are stored within their easy reach. A developing range of resources reflects positive images of gender, age, disability and culture, including books, pictures, musical instruments and dolls. Exceptional systems are in place to link with other providers delivering the Early Years Foundation Stage. These are implemented as soon as staff are made aware of other placements so that the children's continuity of care and learning are fully supported. The nursery works substantially with all agencies and other professionals involved in the care of individual children.

The partnership between staff and parents is good, with effective attention being given to the systems for communication. Both parties liaise closely so the service is responsive to the needs of all families and children receive the care and education they require. Parents report on their satisfaction with the information shared about children's individual progress and they appreciate the efforts made to continue learning begun at home. The staff are, overall, well qualified and continue to attend a variety of training so they retain and further increase their considerable level of early years knowledge. The management and committed staff work as a dedicated team as they are self-motivated and eagerly engage in consistent practice. They employ successful methods to achieve very good reflection and self-evaluation in which children are encouraged to participate and parents' views are given high consideration. These effectively help to identify the provision's

considerable strengths and aspects for in-depth development so that plans for the future are accurately targeted. Staff are consolidating new assessment systems, completing refurbishment of the base rooms and intending to develop the outdoor facilities to further support children's learning.

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

All children make good progress in their learning and development, including those with special educational needs and/or disabilities who receive high levels of one-to-one support. This is because staff take care to identify individual needs and interests. They use these effectively to plan and foster activities that interest, stimulate and equip babies and children with skills for the future. Many well-organised learning areas enable children to enjoy their time at the nursery, though older children's independent access to outdoor play is not maximised. They are keen to concentrate as each area of learning is well supported by attentive staff who often challenge children through conversations about their play. Children make good use of the readily available books, showing interest in the illustrations and linking aspects of their lives to the story characters. They learn to recognise labels around the nursery and increase their mark-making skills in well developed drawings and paintings.

Children confidently use mathematical language, for example, talking about their ages and requiring 'more' snack. They persevere to solve practical problems, such as creating shapes, including triangles, from construction materials and wrapping parcels for 'presents'. They confidently use technology equipment to consolidate their learning, including computer programs and battery toys. Children eagerly explore their environment; they talk about flying birds, collect apples for crumbles and go on 'camping' expeditions in the nearby park. Babies and older children explore a wide range of sensory materials. They are free to use their own ideas to experiment with resources of their choosing, including water and sand. They move freely to music, listen carefully to sounds, for example, of home-made shakers and enthusiastically join in a wide range of action songs. Role play is a popular activity and imaginative areas are well used. Here young children 'cook' and 'serve' food, while older ones develop their own stories, for example, creating "trains" and organising their own 'sleepovers'.

The children enjoy their time at the nursery, look forward to coming and settle quickly. They feel absolutely safe and secure and confidently come to their key persons for quick cuddles. They are highly motivated to keep themselves safe by risk assessing situations for themselves, including use of tools, such as a tape dispenser. They frequently practise how to leave in an emergency situation and tell others about road safety that they use on outings. Babies and older children adopt good healthy lifestyles. They regularly spend time outdoors in energetic and quieter play, and learn why they wash before making healthy food choices for their meals. In the nursery's calm, purposeful atmosphere, children's behaviour and ability to show concern for others, including those younger than themselves, are admirable. They are consistently taught strategies to organise their own sharing

and turn taking, for example, at the computer. They confidently take on responsibility to tidy their toys away and willingly act as helpers. They are well mannered and have an in-depth understanding and respect for the lifestyles of others because of the strong value placed on these by adults at the nursery.

## 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	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	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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