

# Little Lou-Beez Nursery

Inspection report for early years provision

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**Unique reference number**

EY367593

**Inspection date**

15/11/2011

**Inspector**

Susan Heap

**Setting address**

St Peters Community Centre, St Peters Avenue, Sowerby  
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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*.

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 Lou-Beez was registered in 2008. It is privately owned. It operates from three rooms within St. Peter's Community Centre which is situated in a residential area of Sowerby, West Yorkshire. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7am to 6pm for 51 weeks of the year. The building is fully accessible. The nursery supports children with English as an additional language.

It is registered on the Early Years Register. A maximum of 53 children in the early years age range may attend at any one time. There are currently 39 children on roll. This includes a number of three-and four-year-old children who are in receipt of nursery education funding. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff who work directly with children and of these, seven hold relevant childcare qualifications at level 3. One member of staff has a level 5 qualification and one is working towards a level 5 qualification. The owner and manager are working towards Early Years Professional Status. The nursery has the 'Steps to Quality' quality assurance award.

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

Overall the quality of the provision is good.

Children are making good progress in most aspects of their learning and development. Warm and caring relationships are well established between children and a professional staff team. Most aspects of observation, planning and assessment are very good. Children are safe and secure at all times because effective measures are in place. The owner is an enthusiastic practitioner and together with the staff team demonstrates a good level of commitment to improvement through self-evaluation and reflecting on their daily practice. The whole staff team, demonstrates a strong commitment to providing an inclusive environment by developing quality working relationships with parents and other professionals.

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

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

- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning is identified
- develop opportunities for all children to engage in planned purposeful play in the outdoor environment
- develop opportunities for children to be actively engaged in reflective practice and self-evaluation

- develop opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology to support their learning.

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

Arrangements for safeguarding children are securely managed and fully understood by those who work with the children. Staff have attended safeguarding training and demonstrate a robust understanding of the procedures to follow should they have any concerns about a child in their care. All staff have completed the required vetting procedures and there are systems in place to check their ongoing suitability through the annual appraisal system. The majority of staff have current first aid certificates and a designated member of staff is authorised to administer medicines. In addition, risk assessments of the nursery and outings effectively monitor hazards and keep children safe.

Children's playrooms are well organised to meet children's changing developmental needs. This enables them to access a good range of toys and equipment to meet their age and stage of development. For example, babies have ample space to explore home corner equipment or musical instruments, which are laid out at floor level to promote ease of access and their safety. Designated quiet areas in each of the children's rooms enable them to rest, play quietly or read a book. Children are cared for by qualified and experienced staff who are effectively deployed to support them in their learning. The staff team are supported by an enthusiastic manager to improve their knowledge and skills. They access a variety of training courses which promote their professional development and improve outcomes for children, such as learning about the benefits of malleable play. Recommendations raised at the previous inspection have been successfully addressed and have improved children's safety, learning and development. By being reflective practitioners, the whole staff team have a strong understanding of their key strengths and areas that they wish to develop to drive further improvement.

The staff work well together as a team and partnership working with other professionals is developing well. Consequently, they provide an inclusive environment where there is a strong commitment to all children enjoying and achieving to their full potential. Systems are in place to inform parents about their child's developmental progress and achievements. For example, there are on-going daily discussions, daily diary sheets for babies, monthly newsletters and parents meetings twice a year to discuss their children's progress. Questionnaires are used to gather parents' views to drive further improvement. However, there are no systems for children to contribute to this. Parents' and carers' comments are very positive on the good quality of care, activities and support offered to their children and themselves as a family.

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

Children participate in a broad range of activities, which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. They are learning about their own needs and portion control, as they serve themselves at lunchtime. Close liaison with parents ensures consistency of care is maintained. As a result, babies and children are content, happy and settled because their health, physical and dietary requirements are well met. A recent success has been children growing their own vegetables, which they cared for and harvested. The nursery has achieved the awards for promoting healthy eating and good dental health. Children brush their teeth and good hygiene is promoted throughout the day, such as hand washing. Most children benefit from fresh air and exercise on a daily basis in the outdoor environment where they can ride, climb and balance on different equipment. However, specific planning for play in the outdoor environment to offer challenge and variety for all children is not yet in place. As a result, there are sometimes missed opportunities for children's learning and for promoting their general health and well-being.

The premises are safe and secure because staff promote emphasis on children's safety and well-being. Consequently, all children show a strong sense of security and feel safe within the nursery. Children know that they can run in the outdoor area and not indoors or they might trip and fall. Planned activities, such as visits from the road safety team are used to develop their understanding of how to keep themselves safe. This is consolidated through their walks in the local community, as they practise these skills.

Children are interested in a varied range of activities designed to stimulate their interest and extend their learning. Most aspects of observation and assessment are secure and are used to effectively guide planning, which reflects on children's individual interests. Consequently, all children, including babies, make good progress in their learning in relation to their capabilities and starting points. However, systems to track children's overall progress and highlight any gaps in their learning are not yet in place. Staff engage with children, talking at their level, developing and extending their language. For example, by developing children's recognition of letters and sounds through planned and purposeful activities, such as phonics. Children concentrate and are actively involved for long periods on their chosen activity, such as exploring oats and spices or making patterns by brushing water on the floor.

All children have lots of opportunities to explore and investigate through sensory play, such as, exploring glitter, paint, play dough, clay or digging in soil. They have some opportunities to use computers and cause and effect toys, which help to develop their understanding of how things work and technology. Children have good opportunities to express their creative ideas through painting and using a variety of materials, such as, crayons, pens, paints, and chalkboards. They enthusiastically practise mark making, while more confident children practise writing the letters of their name. A variety of tools and equipment are used to develop their understanding of number and shape recognition, such as number

lines, magnetic numbers and bricks. More able children are able to use and understand mathematical language, such as 'more than' or 'less than' as they predict the next number in a sequence. Children have some opportunities to use information communication and technology equipment, such as cause-and-effect toys or computer. However, this is an area, which has been identified for further improvement.

Children behave very well, as they are encouraged to respect each other and value each other's differences and needs. The staff team are positive role models. They speak calmly and clearly to the children, giving explanations to develop their understanding of responsible behaviour. As a result, children develop caring relationships and show a good understanding of what is expected of them. For example, they quickly and calmly tidy up before going out to play. During their imaginative play, children carefully mirror staff's body language and actions, as they gently pat the back a favourite doll as they settle 'my baby' to sleep. The staff team provide a friendly and welcoming environment for children and their parents. Parents are welcome to share their skills and knowledge, such as translating keywords into other languages or talking to staff and children about celebrations, such as Eid. This has led to children making their own prayer mats out of fabric and glitter, which are displayed around the room. They enthusiastically join in songs, as they practise for their forthcoming nativity play. As a result, children are developing their understanding of diversity. Visits to the local farm, supermarket or park enable children to consolidate their knowledge of the local community.

## 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	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	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

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