

Little People Day Nursery

Inspection report for early years provision

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Inspector

Linda Shore

Setting address

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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

The Little People Day Nursery is one of two nurseries privately owned by the same provider. It was opened in 2000 and operates from an annexe of the main building of a health complex in Wigan. The nursery serves the local area, is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 71 children may attend the nursery at any one time, 63 of whom may be on the Early Years Register. There are currently 76 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and targeted two-year-olds. It currently supports children with special educational needs and/or disabilities.

The nursery employs 13 members of child care staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage. Most children benefit from good quality assessment and targeted next steps for progression. Children's safety is of high importance and they are safeguarded extremely well. Self-evaluation is developing effectively and targets for improvement are well thought out and the setting has a good capacity to maintain continuous improvement. Partnerships with parents are excellent and have a positive impact on outcomes for children. All required documentation is in place and implemented effectively to ensure children's health and well-being.

What steps need to be taken to improve provision further?

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

- improve the identification of children's next steps in all areas of learning so that it is consistent throughout the nursery

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected extremely well in the setting. Staff have very good knowledge and understanding of the possible signs of abuse and know

the correct reporting procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed and all staff have been appropriately vetted. Comprehensive risk assessments and daily checks to all areas of the nursery ensure risks are effectively minimised and that children play in a safe and secure environment.

Effective methods for self-evaluation are in place; consequently the setting is making good progress and further improving outcomes for children. Target setting is appropriate and achievable and based on input from staff and parents. Staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, such as equality and diversity, to ensure a totally inclusive experience for all children. The vision of the nursery is shared and staff are included and given responsibilities for different areas. For example, key persons take responsibility for resources and planning to bring about enhanced opportunities for children according to their interests and abilities. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. The outdoor environment has been recently upgraded and provides children with a broad range of play and learning opportunities in all weather. Children with special educational needs are extremely well supported. Staff gain all the necessary information to meet their individual needs and develop varied and imaginative strategies of support, such as a set of tailored pictured cards, to support children's specific language development requirements.

Good partnership working with other professionals, such as local schools and speech therapists ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential. Comprehensive information is provided for parents, through newsletters, notice boards and daily discussions. Partnership with parents is highly effective and they have excellent opportunities to be involved in their children's learning and development. For example, parents have provided recipes for healthy eating activities which are based on what food their children enjoy. Parents are also consulted on the development of policies and have input into planning for their child's individual needs.

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

Staff have a very good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and are used to plan for children's individual next steps in learning. However, there is scope to improve the identification of children's next steps so that it is consistent throughout the nursery.

Children are keen to learn and freely move around selecting activities which interest them. They develop their imagination well, with a wide range of interactive activities. For example, they really enjoyed choosing resources such as dolls and

puppets to act as characters in the Three Bears story. They have lots of opportunities to be creative. They enjoy painting, playing in sand, water and making collages. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, accessing toilets and drinks as required. Communication is fostered very well by staff who talk to children clearly and at their level. They ask open ended questions to stimulate discussion and critical thinking. Children enjoy books; babies cuddle in for stories and older children recognise letters, displayed at their height. Children have lots of opportunities to learn about the wider world, and different cultural festivals, through artwork and celebration.

Children's physical development is well promoted. They competently dance, jump and swing, run, ride and climb. Children develop problem solving skills as they count through daily activities. They learn important concepts such as small, medium and large through weighing and measuring ingredients as they make porridge for the three bears.

Children have excellent opportunities to learn about being healthy. They enjoy a well-balanced diet which is freshly cooked on the premises each day. Healthy snacks are offered, including fruit, children make healthy choices and learn independence by pouring their own drinks and serving their own food. They learn the importance of hygiene as staff talk to them as they wash after toileting and messy play. They have regular access to fresh air in a stimulating outdoor environment which is currently being developed further. Children are taught water safety as they learn to swim in the pool within the same building and learn about their bodies and exercise through the active living program.

Children feel very safe due to a highly effective key person system. They settle very well and develop secure relationships, confidently approaching staff for a hug, and being happy and smiling. Children are very familiar and comfortable in the care rooms. They move freely and confidently between activities and know their environment very well. Children learn boundaries and good behaviour through effective behaviour management. For example, after inappropriate incidents staff take children to one side and explain why their actions are not acceptable and how other children may be feeling. Children are praised for their achievements, are taught respect for each other and themselves and as a result are developing good self-esteem.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 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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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