

# Little People of Habergham

Inspection report for early years provision

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EY293784

**Inspection date**

28/11/2011

**Inspector**

Gary May

**Setting address**

Padiham Road, Burnley, Lancashire, BB12 6PA

**Telephone number**

01282 774422

**Email**

littlepeople@habergham.wana.doo

**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 People of Habbergham has been registered since August 2004 and is one of a group of nurseries owned by Just Childcare Limited. The nursery is situated on the main A671 through Padiham in Lancashire and operates in church premises.

Children under two have a separate area, with kitchen, changing facility and sleep area. There is a large playroom with a separate quiet room attached for the children aged two years up to five years with a main bathroom and changing facility. There is a kitchen, office and staff facilities.

The nursery is open from 7.30am until 5.45pm Monday to Friday for 51 weeks of the year. 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.

Full day care is provided for a maximum of 48 children from birth up to five years. There are 30 children on roll. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications one with Early Years Professional Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of each child ensuring they successfully promote children's learning and development. Overall, children's learning and development is effectively promoted across most aspects within the areas of learning. Partnership with parents, feeder schools and other agencies is effective and helps to ensure all children's needs are met. An effective ongoing self-evaluation by the manager and staff means areas for development are identified and they have clear ambitions for the future.

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

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

- review the organisation of adult-initiated activities to promote opportunities for children to develop their independence
- extend experiences for children to find out about and use information and communication technology to support their learning.

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

The setting has put in place robust safeguarding policies and procedures and staff know when and how to implement them. Children are further safeguarded because parents are kept up-to-date with policies and procedures through the parent notice board and newsletters. All new staff are vetted through good recruitment and selection processes and have a current Criminal Records Bureau check. All records required for the safe and efficient management of the nursery are maintained. Risk assessments are reviewed, dated and signed, which ensures the nursery is safe for children, both inside and outside.

The staff are all knowledgeable about the Early Years Foundation Stage and use it effectively to support children in their learning. The nursery is well organised which enables children to choose and access resources themselves. There is a good range of toys and games with a wide selection of construction toys. The baby room is well resourced with an accessible range of sensory toys and equipment. This means children are able to develop and make good progress. The manager works with all the staff to develop an effective self-evaluation and includes the feedback from the two parents evenings. This means that the strengths and weaknesses of the provision are properly identified and results in good planning. Previous weaknesses are addressed quickly, for example improvements in their planning system have resulted in achievements put alongside next steps in the learning journal. Parents can now see how their child is progressing more easily and take a more active role in their development.

Staff have good relationships with parents and carers. They share information about the child's activities and progress daily along with significant moments and at two parents' evenings a year. This means parents can become involved in their children's learning and development and each child is well supported in making progress towards the early learning goals. The parents' notice board keeps parents updated about nursery and policy developments, which means they are involved in children's safeguarding. There are effective relationships with other provisions and professionals working with the children, including, the local Children's Centre, which support children's welfare and learning.

There is an effective equal opportunities policy, which is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children make good progress towards the early learning goals because there is a very effective planning process clearly linked to the Early Years Foundation Stage. Staff carry out regular assessments and observations, and plan next steps based

around children's interests. This means plans are well focussed to children's individual learning needs.

Children are happy and content, with a sense of belonging in their environment. This is because children are able to move safely around a well-organised environment and they are provided with a named tray and coat peg. Babies enjoy safely playing with a good range of toys, developing sensory skills by exploring their environment. They pull themselves up on cushions developing strength and balance in preparation for walking.

Children are learning good hygiene habits because staff have effective practices in place. Children are learning to make healthy choices from snacks of fresh fruit and vegetables and they can help themselves to water. Children benefit from access to fresh air at least twice a day and free flow between inside and outside when weather permits. They are developing good pedalling and balancing skills on bikes and cars. Children and babies also enjoy themselves in dance sessions daily, where they develop good coordination and balance.

Children are able to easily access all the areas of learning and are developing skills for the future. They are developing book-reading skills in the literacy corner where they hold books correctly, turn the pages and look at the pictures. Children like to be creative with paint and mark make outside on the path with chalks; they paint and have plenty of opportunities for developing writing skills throughout the nursery. Children's art work is displayed demonstrating that it is valued. Children choose an instrument and enjoy taking part in singing and participating in actions to counting songs. They are developing rhythm, coordination and numeracy skills from a good range of numeracy and problem solving resources. For example they play a shapes card-matching game developing memory skills, identifying shapes and colour and counting skills. Children are developing a good understanding of the world, promoted through a variety of activities, such as, messy play with water and foam, play dough and small world figures. Children play in a well-organised construction area together building a bridge with blocks, developing social, motor and problem solving skills. Children are gaining satisfactory skills in using technology from a limited range of programmable and electronic toys. The balance of adult-led and child-led activity is good, however, the organisation of adult-led sessions means children are not always able to develop their independence.

The children are well behaved because the staff provide clear boundaries and routines and involve children in establishing rules. Children help themselves at meal and snack times and clear away their own plates, developing independence and an understanding of routines. Children enjoy celebrating festivals and joining in activities which enable them to learn about cultures and beliefs. They can play with multi-cultural dolls, puppets and toys and listen to stories developing an understanding of different cultures and diversity. Children see a range of positive image pictures which challenge all stereotypes.

## 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

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

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