

Little People (Alwoodley)

Inspection report for early years provision

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Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little People Nursery is one of four nurseries owned by the Little People Group and was registered in 2011. It operates from four rooms in a purpose built building to the rear of Alwoodley primary School in the Alwoodley area of Leeds. The nursery serves the local area and has strong links with the school on site. The nursery 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. The Fun Club out of school is open 7.30am until 9am and 3pm until 6pm, during term time and the same hours as the nursery in school holidays. Children are able to attend for a variety of sessions. A maximum of 77 children under eight years may attend the nursery at any one time and it also offers care to children aged over five years to 11 years. There are currently 55 children attending who are within the Early Years Foundation Stage and 99 children attending the out of school club. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 20 members of child care staff. Of these, five staff hold appropriate early years qualifications at level 2 and 11 staff hold appropriate qualifications at level 3 or above. One member of staff holds a level 4 in children's learning and development and one member of staff holds a Level 5 Foundation degree in Young Children Learning and Development. One member of staff has a Bachelor of Arts honours degree in Supporting Young People, Children and Families. The Lead for the company holds 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.

The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff, has created an inclusive environment where individuals are respected and valued. Children enjoy a broad range of activities and experiences which effectively meets their needs and helps them to make good progress in their learning and development. They are cared for in a safe and secure environment and all records are in place to meet requirements. The effective partnership with parents and other providers, ensures that they communicate well, to put the children's needs first.

What steps need to be taken to improve provision further?

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

- continue to develop systems for recording children's progress by using assessment to plan the next steps in a child's developmental progress and regularly review this
- continue to develop individual planning sheets for each child based on the information gained from talking to them, their parents, other staff and observations.

The effectiveness of leadership and management of the early years provision

Priority is given to children's welfare. Staff have a good understanding of policies and procedures, which are implemented well. In particular, they have a clear understanding of the action to be taken to safeguard children from harm. Effective recruitment procedures ensure that staff have appropriate qualifications to care for children. In emergencies, such as, a member of staff being ill, suitable arrangements ensure that a replacement member of staff can be called in to cover at short notice. Their ongoing suitability is closely monitored through a clear induction procedure and regular appraisal, which helps to identify any additional learning and development requirements. The management team have a very clear understanding of how the provision is run and carries out regular observations of staff's practice. Regular training opportunities are offered to staff to ensure they are kept up-to-date with current practice. For example, they have attended 'recognising indicators of abuse' and 'supporting children in the Early Years Foundation Stage'. These are done in-house or through the local authority advisors. A comprehensive risk assessment supported by effective daily checking procedures, ensure that potential hazards are identified and minimised. These include a daily check of the outdoor area and individual risk assessments for planned activities.

Children are cared for in a spacious, well maintained and attractively presented environment, which helps children to settle happily. The playrooms are arranged into areas of play, such as, creative, construction and imaginative play. Resources are available in accessible units which enable children to make their own choices as they develop their independence. Although no children currently attend with special educational needs and/or disabilities, staff demonstrate through discussion, how they would meet their needs. However, good systems are in place to enhance communication with children that have English as an additional language. Staff work closely with parents and ensure that they are aware of some words in the child's language that they can use. Management and staff have a strong commitment to self-evaluation of practice, which also incorporates input from the local authority. This ensures all aspects of the provision are monitored and evaluated, therefore, supporting ongoing improvement. They review the environment and resources on a regular basis to ensure that it remains interesting, attractive and accessible, so that children can learn independently. Action plans are produced to address any areas for development and an evaluation is carried out once it has been completed. They have future plans to develop the outdoor area to make the best possible use of the space.

The excellent liaison with parents contributes to improvements in children's achievement, well-being and development. Before children start, a home visit is carried out by the area manager and the member of staff that will be the child's key-person, so that they can begin to understand the child's needs. Monthly newsletters are sent home informing them about forthcoming topics and activities that will be focused on which encourages them to carry on their child's learning and development at home. Parents are encouraged to add their own comments to their child's development file which they can access at any time and to keep staff informed about their child's current interests. This all helps staff when planning for the individual child. Six-monthly parents meetings are held to keep parents up-to-date with their child's progress and an annual written report is produced. Recently, staff have introduced activity sessions where parents are invited into the provision to see what kind of things children are involved in. They have been invited to a music and sensory play session. Parents stated how happy they are with the standard of care and learning that their child receives. Systems are in place to ensure that partnerships outside the provision help to promote good quality education and care.

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

Staff plan and organise the systems to ensure that every child receives an enjoyable and challenging learning and development experience, that is tailored to meet their individual needs. Staff plan for the individual child, based on their observations and feedback from parents. Children's development is shown in a file, which shows through notes and photographs, the activities the child has been involved in and where they link into the Early Years Foundation Stage. At the end of each month, staff carry out an evaluation of their development that month, which feeds into the following months planning. Some files show individual activity plans for the child and what the development outcomes might be. However, these are not in place for all children. Staff discussed forthcoming plans to introduce forms to track how children progress across all the areas of learning and development, however these are not in place yet.

Children are happy in the nursery showing that they feel safe and secure. Children under the age of two show a strong exploratory impulse as they become more mobile, connecting with the resources around them. Older children show an increasing independence as they select what activities they would like to be involved in. For example, they choose to play in the home corner. Children show their increasing confidence in new situations as they ask why visitors are there and what they are doing. From an early age, children take pleasure in making a variety of sounds to make their needs known. As they get older their language skills develop as they describe what the pictures are that they have drawn or painted, saying it is their face. An appreciation of books develops as they sit comfortably with staff listening to a story in small or large groups. Children have favourite songs and rhymes. In a group, they choose what they would like to sing and some have the confidence to stand up and sing on their own. Staff introduce numbers to children from an early age. They count the blocks as they build a tower with them. Older children look at practical problems, such as, copying the coloured pattern on

a card and recreate the pattern with threading beads. Children's information technology skills develop as they play with a camera, working out how to take pictures or use a remote control to move the toy digger around the floor. They are encouraged to participate in activities, taking into account their diversity and they learn respect for others. Inclusive practice is promoted for all children. They look at different festivals, such as, Chinese New Year and become involved in associated activities, such as, making lanterns and dragon masks and they take part in cookery activities.

Staff have a calm, consistent attitude towards caring for the children. There is a calm atmosphere throughout the nursery. Children are helped to accept the needs of others as staff talk to them about how they treat other children. They develop a good understanding of the boundaries that are set for them. They eagerly help to tidy up the resources before lunch time. Children are offered regular opportunities to play outdoors and are given the choice of staying inside or going out. They enjoy the freedom of the large open space as they run up and down or practice their balancing skills on the rubber tyres. Young children join in outside or explore the space in the playroom, becoming excited as they manage to climb on the rocker and rock themselves. Healthy meals and snacks are freshly prepared at the premises and dietary needs and parental preferences are met. Children's awareness of healthy eating develops as they help to prepare the snack, talking about the different fruits, what their favourites are and the different colours. At lunch time they are eager to help set the table with cups and cutlery making sure they have enough seats for each set. Good steps are taken to prevent the spread of infection. Policies and guidance are shared with parents and all necessary records and consents are in place.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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

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