

Little People (Stanningley) Ltd

Inspection report for early years provision

Unique reference number	319352
Inspection date	06/10/2008
Inspector	Liz Whitehead
Setting address	The Beeches, 66 Bradford Road, Stanningley, Leeds, West Yorkshire, LS28 6DX
Telephone number	0113 2563951
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Type of setting	Childcare - Non-Domestic

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).

Description of the setting

Little People Private Day Nursery is one of three nurseries run by Little People Private Day Nursery Limited. It opened in 1989 and operates from a two storey detached property in Stanningley, a suburb of Leeds. Ramps provide wheelchair access to the ground floor but there is no lift facility to the first floor. There are three enclosed outdoor areas to accommodate children of different age groups. The nursery is open Monday to Saturday from 07.30 until 18.00 throughout the year.

The nursery provides care for children on the Early Years Register and a maximum of 50 children may attend the nursery at any one time. There are currently 62 children on roll and the setting receives funding for nursery education. Children from the local and wider community attend for a variety of sessions.

There are 21 members of staff working with the children, 20 of whom hold an appropriate early years qualification and one holds Early Years Professional Status. One member of staff is currently working towards a qualification. The nursery receives support from an advisory teacher. The setting is a member of the National Day Nursery Association and is working towards obtaining quality assurance status.

Overall effectiveness of the early years provision

Children are happy, confident and able to make a positive contribution due to the good relationships they share with the staff, who value them as individuals. Most of the required documentation is suitably maintained and readily available. Systems do not always identify gaps in provision.

The staff successfully work in partnership with parents to promote children's care and well-being, therefore, they make good progress in all areas of learning. However, systems to record children's starting points and the links with other settings are not sufficiently developed.

What steps need to be taken to improve provision further?

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

- improve the systems used to identify children's starting points and further develop links with other providers to promote the integration of care and education
- ensure the design of fences in the outdoor areas do not pose a hazard to children
- improve the systems to assess the strengths and weaknesses of the setting
- request written parental permission to seek emergency medical advice or treatment.

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

- maintain an accurate daily record of children's attendance. (Documentation)

06/10/2008

The leadership and management of the early years provision

The clear management structure enables staff to feel fully supported and management actively value the staff team. They hold 'Little People pride awards' to honour and acknowledge individual contributions to the effective care of the children. Rigorously implemented recruitment procedures and a thorough induction system ensure that all staff are suitable to care for children. They regularly access relevant training and have a clear understanding of how to safeguard children.

The team are beginning to evaluate their practice through the completion of the self-evaluation form and the accreditation scheme, although this does not fully assess the strengths and weaknesses of the setting. The effective use of risk assessments eliminates most risks, although the design of fences in the outdoor area pose a hazard to children. Most records are in place, however, the children's record of attendance is not always fully maintained. The setting does not request written parental consent to seek emergency medical advice or treatment.

The children's learning and development is enhanced through the effective sharing of information with parents. Close liaison with parents and other professionals ensure that all children are fully included. Key staff support children with additional needs or English as an additional language. Since the last inspection a full review of the management structure ensures that conditions of registration are consistently adhered to, additionally, resources have been reorganised and children enjoy freely accessing art and sensory equipment.

The quality and standards of the early years provision

The children are interested and keen to investigate and participate in the wide range of adult led and child initiated play experiences across all areas of learning. They enjoy accessing both the indoor and outdoor environment and older children have a wonderful time learning about the natural environment as they lift stones looking for bugs, slugs and worms.

Children have many opportunities to explore and experience a range of textures and sensory activities, for example, sand and water. Young children particularly enjoy investigating the properties of corn flour through both touch, and taste as they suck their fingers. Staff value and thoughtfully display children's art work which develops their self esteem. Older children confidently use the computer and calculators independently whilst younger children require support from staff to access this technology. All children enjoy daily story times and reading and are beginning to link sounds and letters.

Children's behaviour is well managed and they spontaneously show care and

concern for their friends. All children are learning to keep themselves safe and healthy and they know to wear a helmet when riding the tricycles. Children are encouraged to recognise when they are hungry and thirsty. They confidently say how much they would like to eat and proudly pour their own drinks. Staff actively promote children's dental hygiene as they clean their teeth after lunch.

The nursery acknowledges the importance and benefit to children of close working relationships between provisions. They have begun making links to ensure that the services children receive compliment each other. Recent changes in the settings' documentation links children's observations to the principles of the Early Years Foundation Stage. They show what children can do and include the next steps in their learning but not their starting points.

The nursery effectively works in partnership with parents and is proactive in seeking innovative ways to involve them in their children's care and learning. For example, parents are encouraged to regularly contribute to their children's developmental records and the monthly newsletter details activities that parents can continue at home. Additionally, parents are invited to attend monthly music and movement sessions with their children and to borrow books from the recently developed library.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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