

Little People Farfield

Inspection report for early years provision

Unique reference number 320804
Inspection date 06/03/2012
Inspector ISP Inspection

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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 People (Farfield) is one of four privately owned settings. It registered in 2001 and operates from two buildings within the grounds of Farsley Farfield Primary School, in Farsley, Leeds. The setting is open each weekday from 7.30am until 6pm for 51 weeks a year, closing for one week at Christmas. The nursery children have the use of four playrooms and the out of school children have the use three rooms. All children share access to two secure, enclosed outdoor play areas and the school grounds. The setting serves the local community and has strong links with the children's centre and two local primary schools.

The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting is registered to care for a maximum of 137 children under eight years, of whom no more than 86 may be in the early years age group. There are currently 97 children on roll. The setting provides funded early education for two, three, and four-year-olds. The provision currently supports a number of children with special education needs.

The setting employs 32 members of childcare staff and 23 hold appropriate early years qualifications at Level 2 or above. Five members of staff are working towards recognised early year's qualifications. The director holds a BA (Hons) Degree and Early Years Professional Status. The setting receives support from the local authority; they are a member of the National Day Nurseries Association and are currently working towards a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is highly dedicated to protecting children and working in partnerships with parents, other childcare providers and external agencies. Self-evaluation is effective and the senior management team are able to demonstrate how they have made significant enhancements to the provision. However, there is scope to make improvements to the outside play areas, toys, and equipment. The staff team are good at promoting the children's welfare and work hard to ensure all children are included and their individual needs are met. The children make good progress towards the early learning goals and very much enjoy developing their self-help, physical and creative skills.

What steps need to be taken to improve provision further?

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

- review toys and resources to ensure they are appropriate and well maintained
- further develop the outside play area, so that it is a more stimulating space to play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff, which includes a quiz to check their understanding. Extremely effective procedures are in place for identifying any child at risk of harm and recording concerns. For instance, all of the staff team know that they must pass on any concerns to the safeguarding officer, who has experience of recording confidential information, liaising with the appropriate external agencies and attending meetings. All potential hazards have been identified and minimised to ensure children's safety. For instance, parents use the key pad to gain automatic entry and any visitors have to ring the doorbell, show their identification, and sign in and out of the visitor's book.

The staff team are fully involved in planning, evaluating, and developing practice, for example, through appraisals and staff meetings. There are clear improvement plans in place, which are devised after the views of parents, children and the staff team have been sought. For example, a summer and winter staff uniform is now in place and term time only places are also now available. The management team have also demonstrated the capacity to appropriately tackle any identified areas of weakness.

The overall environment is generally warm and welcoming, for instance, the children's work is attractively displayed throughout the setting. However, there is scope to continue to develop the outside play areas, so that they are a more stimulating space to play. Activities are inviting and reflect the children's current interests, for example, the babies and young children are enjoying playing with messy and creative activities, such as chunky noodles. As a result, babies and young children independently access resources and explore their surroundings with great interest. Some steps are being taken to ensure resources are suitable, for example, a new home corner has been ordered for the pre-school children. However, some resources are not regularly reviewed to ensure they are suitable and well maintained.

There are very effective channels of communications between all partners involved with individual children, which successfully promotes their learning, development, and welfare. For example, meetings are held with parents, other professionals and individual education plans are fully implemented. In order to promote the transition from nursery to school, teaching staff are invited in to the nursery to visit the children and written reports are sent to pass on any relevant information. Communication books are also in place and the staff also read the schools newsletters, to keep up-to-date with planned events.

The children are developing positive attitudes to others. This is because they learn about interesting events, such as Diwali, St Patrick's Day and Chinese New Year. The children also have access to resources, which reflect positive images of diversity, such as books and dolls. Children have many opportunities to learn about the local community and the natural world. This is because they are taken out of

the setting to visit various places of interest, such as the school farm.

A very effective settling in procedure is fully in place and there is an established system in place to gain information about children before they start at the setting, which includes a home visit. Parents are invited into the setting to participate in planned events, such as book week, trips and fundraising. The parents are also encouraged to come in and make cards for mother's day and father's day. Parents are well informed about all aspects of their children's achievement, well-being and development. For instance, parent's consultations are organised to discuss each child's progress and current interests. Parents also receive information via newsletters, the nursery website, twitter, notice boards, and verbal feedback from the staff. This highly inclusive system of communication ensures that there are consistent and productive partnerships with parents. As a result, children make positive progress across all areas of learning.

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

Children are developing a good understanding of a healthy lifestyle. The cook has completed food hygiene training and meals, such as, sausage casserole and Yorkshire puddings, are offered to the children. The children have good appetites and are successfully developing their self-help skills. For instance, they set the tables for lunch, independently access drinks and help themselves to more food. The children are beginning to understand where their food comes from, for instance, during the school holidays they go to the school farm to collect eggs from the chickens. Planned activities, such as growing and harvesting vegetables, introduces children to healthy ingredients.

The children adopt healthy habits, as they co-operate with hand washing and teeth brushing routines. Weather permitting, the babies sleep outside in traditional pushchairs and children of all ages love playing outside in all weathers. They have great fun digging in the mud and riding on the wheeled vehicles. More able children enjoy the challenge of using the balancing beams, and as a result, children are developing a positive attitude to exercise and being healthy.

The children are provided with a good range of activities, which are primarily based on their current interests, such as pets and family members. The system for assessing and recording children's development identifies their achievements and progress. Tracking systems are implemented to recognise and plan for the children's next steps in learning. The children have a positive approach to learning and are keen to participate in activities. As a result, the children are making good progress in their learning and development. For example, young children can successfully recognise and name colours and more able children can use a mouse and keyboard to interact with age-appropriate computer software.

The children have abundant opportunities to play with creative and messy activities, such as sand, water, and jelly. They also engage in a good range of activities requiring hand-eye coordination, such as using glue spreaders and paintbrushes. As a result, children get pleasure from making shopping lists. For

instance, one child enthusiastically commented, 'I'm getting bread, milk, bacon, and water'. More able children are beginning to recognise their own names, form recognisable letters and count confidently from 1-20. Young children delight in singing songs and rhymes, such as 'head, shoulders, knees and toes' and 'old MacDonald had a farm'.

The staff are positive role models, are very friendly, approachable and consistently give the children lots of praise and encouragement. As a result, the children are well behaved, sociable, and inquisitive. For example, more able children use good manners without being prompted to do so, they chat to their friends about family members and use size language in everyday conversations, for instance, while talking to friends, one child commented, 'my brother is bigger than my mum'.

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	3
The effectiveness with which the setting promotes equality and diversity	2
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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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