

Little Learners Nursery-Tamworth Campus

Inspection report for early years provision

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Inspector	Jacqueline Nation

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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*.

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Description of the setting

Little Learners Nursery - Tamworth Campus was registered in 1992. The setting is managed by South Staffordshire College. It operates from mobile units located within the college grounds. Children are cared for in rooms depending on their age and stage of development. The provision serves children of students and staff at the college and children from the local area. There is a fully enclosed area for outdoor play. The premises are easily accessible via a ramp to the front door. The nursery has procedures in place to support children with special educational needs and/or disabilities and supports children who speak English as an additional language.

The provision is registered on the Early Years Register. A maximum of 40 children may attend the setting at any one time. There are currently 59 children on roll, all of whom are within the Early Years Foundation Stage. The nursery is open five days a week, during school term times. Opening times are from 8.30am until 4.30pm. Children are able to receive funding for nursery education.

There are twelve members of staff employed in the nursery, all of whom hold appropriate early years qualifications to level 3. There are two staff who hold BA Honours Degrees and one member of staff holds a level 4 qualification. A further three members of staff hold foundation degrees in early years. The nursery receives support from the local authority and has partnership arrangements in place with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and eager to attend this welcoming and nurturing nursery where they make good progress within the Early Years Foundation Stage. Practitioners are experienced and work very well together to provide good quality care and learning experiences for all children. Inclusion is given good attention and effective partnerships with parents, carers and other agencies ensure children's needs are met and their protection assured. Ongoing improvement and well-targeted future plans are evident and supported by the manager and practitioner team's commitment to improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further systems to involve parents in practical ways to be involved in contributing to their child's learning journal.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. Practitioners demonstrate a comprehensive understanding of safeguarding children. They receive regular training and understand the nursery's policy on child protection and allegations of abuse. Vetting procedures are robust and include evidence of Criminal Record Bureau checks being undertaken. Practitioners take part in appraisals and their ongoing suitability is monitored effectively. Children's health, safety and well-being are enhanced by the consistent implementation of policies and recording procedures which give a very detailed overview of the day to day running of the nursery. Children play in a safe and very well-organised environment where access to the premises is carefully monitored. Practitioners are vigilant and they supervise the children well, and give good attention to safety checks and risk assessments.

The nursery is well-maintained and attractively presented to help children settle happily. Children's artwork is thoughtfully displayed in all rooms. Practitioners make resources easily accessible to children in all rooms and this promotes a child-centred approach which enables children to be independent and able to direct their own play. Practitioners use their skills and knowledge to provide exciting areas for children to explore and use their imagination, for example, by creating dens and cosy areas. This is an inclusive setting where caring practitioners have a good knowledge of each child's individual needs. All children are valued and engage in a range of activities which help them to learn and understand about the wider society. Effective partnership working with other agencies ensures early intervention is successful and children get any additional support they need. There are successful arrangements in place to support children with English as an additional language. Partnership with other providers of the Early Years Foundation Stage is working well and systems are in place to make sure children's continuity of care and learning is supported.

Children benefit from good partnerships with parents. Parents receive detailed information, including policies and procedures, newsletters and a wealth of really useful information is available in the reception area. Parent's views are sought through the use of questionnaires and children's views are taken into account through questions and discussion time. Settling in procedures are flexible to meet the needs of the children and their parents. For babies, information relating to their home routine is recorded and updated when necessary. Daily discussions and written feedback for younger children in the nursery helps to keep parents well-informed about their child's day and achievements. The nursery has an open door policy and parents are invited to visit the nursery for play sessions with their child. They can talk to practitioners at any time about their child's progress and achievements and view their child's progress records. Parents are actively encouraged to share their skills and expertise with the children. This resulted in some very enjoyable sessions for children listening to singing in Spanish and Polish and a demonstration and activities about hand washing. Parents spoken to at the time of inspection expressed very positive views about the provision regarding the quality of the care provided, the range of activities and attention to individual care

routines.

Children are cared for by a very experienced and caring practitioner team whose ongoing professional development is fostered well through opportunities to complete training. The setting is well led and managed and self-evaluation is used effectively to identify strengths and areas for development, and all parties are involved in the process. Nursery and room action plans are also in place which are realistic, achievable and designed to further improve outcomes for children. The recommendations from the last inspection have been implemented well to improve children's health, well-being and achievement.

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

Children achieve well and make good progress within the Early Years Foundation Stage across all areas of learning. They develop good skills to support their future learning because practitioners clearly demonstrate a secure knowledge of the learning and development requirements. Practitioners understand how children learn and are skilful in knowing when and how to intervene to enhance children's achievement and enjoyment. Children's starting points in their learning are recorded and their progress and achievement is detailed in individual profiles. This information is regularly shared with parents and there are opportunities for them to discuss their child's progress at twice yearly consultation meetings. Key workers know their children very well because they make regular and useful observations of what children can do. They use the information gained from observations to plan the next steps in children's learning. However, there is scope for further involving parents in practical ways to be involved in contributing to their child's learning journal and their child's next steps in learning.

Children's personal, social and emotional development is fostered well. All children are provided with experiences and support which help them to develop a positive sense of themselves and others. Good quality interactions and well-organised routines help babies feel content and older children to feel safe and secure. Children are encouraged to share their ideas and listen carefully to each other during story time and planned group activities. Older children show good levels of independence, they take responsibility for small tasks, serve themselves food at lunch time and confidently clear their plates and cutlery away after meals. Good levels of support from practitioners and the effective use of questioning whilst children play encourages children's developing language skills. They all love to listen to stories and sing songs. Younger children enjoy listening to practitioners sing lovely rhymes with great enthusiasm and enjoy trips to a local library for 'Bounce and Rhyme' time. There are plenty of opportunities for children to practise their mark-making skills, there are writing areas in the rooms for older children, and all children play in sand, shaving foam, use chalk boards, and like using paint brushes and water outdoors. Children's creativity is supported with a variety of resources for collage, art and craft, role play and dressing up. Babies are content and cared for in a welcoming space where they develop confidence in exploring their surroundings. They investigate resources, such as a puzzle board and they

like playing in the role play area with dolls and kitchen equipment. More confident children like to use the small climbing frame and slide in the room and enjoy pushing walkers around in the outdoor play area. Children's problem solving skills develop very well through everyday activities and play. They learn how to operate recording devices, use the computer with confidence. They fill and empty containers with oats and lentils, construct using a range of bricks and enjoy completing puzzles.

Excellent attention is given to promoting children's physical development through a wide range of activities and very good access to outdoor play. The setting also has use of a dance studio within the college which they use for dance, music and movement and acting out favourite stories. Older children have free flow access to the garden which they thoroughly enjoy and very good attention has been given to promoting all aspects on learning in the outdoor environment. Children talk about making a 'big sandcastle' and are excited when they find treasure in the sand. They pretend to make a house and talk about it being 'brilliant' and talk about the weather, for example, 'it's nice and sunny outside, that keeps us warm'. All children, including babies make good progress in their learning and development. They make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills to support their future learning.

Every child's welfare needs are given very close attention. Very warm and caring relationships with practitioner's help children feel safe and secure. Practitioners clearly understand each child's unique characteristics, for example, they quickly identify when a child is getting tired or not feeling well. Effective systems are in place covering all aspects of children's care including accident and medication recording procedures. Children develop a very good knowledge of how to keep themselves safe. They are involved in emergency evacuation procedures and are gently reminded about how to use space and resources safely. This is supported very well by planned activities, for example, visits by the fire service and the police. Excellent hygiene practices across the provision help to minimise the risk of spreading infection. Children show an exceptional understanding of the importance of good personal hygiene habits. Healthy eating is given excellent priority, meals are of a very good quality and enjoyed by all the children including babies. Children show an excellent understanding of healthy eating through planned activities, games and discussions.

Children's behaviour is good, sensitively managed and reflects the high expectations of practitioners who provide clear boundaries and explanations, for example, about sharing and taking turns. They receive a high level of attention and praise for their achievements, this helps build their confidence and self-esteem. Children enjoy outings within the local community to places, such as the local library, they explore the local woods and they take flower baskets to the nearby elderly persons home. Overall, this is an inclusive and very welcoming setting.

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

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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	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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