

Little Poppets Nursery School/Kidz Club

Inspection report for early years provision

Unique reference number	226975
Inspection date	28/03/2012
Inspector	Sarah Measures

Setting address	388 Coleman Road, Leicester, Leicestershire, LE5 4EF
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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 Poppets Nursery School is situated in Leicester City. It was registered in 1994 and is privately owned. The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. It is registered to provide care for 74 children under eight years of age, of these no more than 18 may be under two years at any one time. There are currently 90 children on roll. The facility opens Monday to Friday from 7.15am until 6pm and children attend for a variety of sessions. The nursery offers support to children with special educational needs and/or disabilities and to children who have English as an additional language. All children have access to the secure outdoor play area.

There are nine staff employed to work with the children, including the cook, five of whom hold appropriate qualifications in early years. The setting receives support from the local education authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is an inclusive setting where children are very much valued as individuals. Good policies and procedures promote the learning and development of the children. Overall suitable systems safeguard the children, however, not all of the welfare requirements are met. Partnerships with parents are well established, however, partnerships with other settings are not fully effective. The provision for improvement is good. This is because staff are well motivated and keen to offer children a quality provision.

What steps need to be taken to improve provision further?

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

- show how all written complaints relating to the requirements are investigated and the outcome reported to parents within 28 days of receiving the complaint (Safeguarding and promoting children's welfare) 01/04/2012
- carry out a full risk assessment which includes an assessment of adult to child ratios, taking into account the nature of the outing and make sure risk assessments for collecting children from school are reviewed before embarking on each outing. (Safeguarding and promoting children's welfare) 01/04/2012

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

- make sure assessments of children's learning are kept up to date for each and every child
- develop communications with other settings to include two-way sharing of information regarding children's progress towards the early learning goals
- improve procedures for making decisions of staff suitability, with regard to following up references.

The effectiveness of leadership and management of the early years provision

Overall policies and procedures safeguard the children. Staff are confident of the knowledge of the possible indicators of the different types of abuse. They know how to safely refer any concerns that they have. Procedures for vetting staff are not fully robust. This is because staff do not always make sure that they follow up and receive a second reference for new staff in order for them to be completely sure of staff suitability to work with the children. However, there is evidence of completed Criminal Records Bureau checks for all staff. Staff share appropriate information with parents as to how to make a complaint and details of how to contact Ofsted as the regulator are clearly displayed for parents. However, the complaints investigation and recording system does not clearly show that parents are informed of the outcome of all concerns raised. This does not meet with the requirements and fully promote a safe and transparent provision for parents and children.

Staff plan and provide a very positive environment for children that includes images of diversity throughout. The setting is particularly well organised to offer a warm welcome to all children and their families and to encourage all children to learn to value and appreciate those different from themselves. This is a culturally diverse setting, therefore, staff make sure a full range of cultural and religious events and celebrations are included in planning. This is to involve and value all of the children. Staff work well with parents and have friendly and good working relationships. Ongoing communications between staff and parents help staff to get to know children well and to plan effectively to meet their needs.

Discussions show that parents value and appreciate the care and educational opportunities that their children receive at the setting. Children with special educational needs and/or disabilities are well supported and included. Staff also work with other settings that children attend that also deliver the Early Years Foundation Stage. Staff share general information regarding children's welfare with other settings but do not share children's progress towards the early years goals. This does not enable all those involved in children's care and education to plan cohesively for their individual progress. Staff organise the premises and toys, resources and equipment effectively to meet children's needs. Children play and learn in a safe and secure and well organised environment. Children use good quality toys and resources and equipment to promote their independence.

Staff carry out risk assessments across indoor and outdoor areas to make sure children are kept safe. Staff also conduct risk assessment for outings, however,

these are insufficient to demonstrate children are kept safe because they lack detail, for example, outings to special destinations include assessment of children's safety whilst they are being transported and not when they have arrived. Also the risk assessments for collecting children from school are not reviewed sufficiently to demonstrate how children are always kept safe. Staff use various methods of reflection upon the provision and evaluation sessions. For example, views of parents and children are sought to support evaluation through questionnaires and the Ofsted self-evaluation form is used. They make generally effective use of this information to plan for improvement. Overall staff have positive attitude and are offering a quality provision and generally good systems are in place to drive forward and secure continuous improvement.

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

Children across the setting take part in a range of well planned activities that cover all areas of their learning. They take part in a very wide range of outdoor play opportunities that cover all areas of learning and not just physical play. For example, children sit in groups reading stories outside; they engage in imaginative play and make Easter baskets outside. This gives them good opportunities to stay healthy and to develop healthy learning habits and routines. Children enjoy their learning because planning is flexible and staff follow their interests. For example, during unexpected warm weather staff adapt sessions to include a more lengthy period of outdoor play. Staff follow children's interests by helping them to look for ladybirds in the garden. Staff plan and spontaneously involve children in purposeful learning activities. For example, children play outside and pretend they are in a jungle looking for animals, they identify animals and pretend they are animals and make different animal noises. Staff purposefully help develop their knowledge and their understanding as they play and have fun.

Babies and very young children play and learn in a purposeful environment that includes challenging toys and resources, for example, young children play with different cause and effect toys and they are involved with a variety of messy play opportunities. Babies and very young children are settled as staff work well with parents to understand and meet their needs. Children are well behaved as they are well occupied and staff interactions encourage them to think about the consequences of their actions. Staff manage children effectively and encourage them to be responsible and to share and to consider their friends, for example, staff talk to children about taking care with the sand so they do not get it into their eyes and to take care of their friends. Children enjoy healthy and nutritious varied meals and snacks. They are clearly in familiar good hygiene routines and their ability to keep themselves healthy is promoted through staff's careful discussions for example, staff remind them to wash their hands and talk about taking care to get rid of all the germs.

Drinking water is available for children as they play inside and outside. Pre-school children choose from a range of purposeful games and practical activities that help them to count and develop an understanding of number, children are involved in a good range of writing and mark marking. They learn to write for a purpose

because good mark making activities are included within imaginative play activities, for example, notepads and clipboards are available in the area. Children enjoy using their imaginations, they make meals for staff and their friends, they are involved in a range of imaginative play opportunities in order for them to act out real life situations and to learn to cooperate with each other. Children make good progress as staff plan according to their interests and next steps and make effective use of the Early Years Foundation Stage guidance, however, the learning programs are not fully up to date for all of the children in order to demonstrate how planning is fully effective for each and every child.

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?	3
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	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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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	3
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