

Looby Lou's Too

Inspection report for early years provision

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Inspection date

14/05/2012

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

Looby Lou's Too was registered in 2011. It is owned by a private provider and is situated in the Longbridge area of Birmingham. Children are cared for in playrooms based on their age and stage of development. Some children are cared for on the first floor of the premises, with access via a flight of stairs. The nursery serves children and families in the local area. There is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday all year round, and opening hours are 7.30am to 6pm. A maximum of 42 children under eight years may attend the nursery at any one time, all of whom are in the early years age range. There are currently 31 children on roll in this age group. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

The nursery employs eight members of staff, all of whom hold appropriate early years qualifications. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at this welcoming and friendly nursery where they make satisfactory progress in their learning and development. Planning and assessment systems are in place and most areas of learning are sufficiently resourced. Appropriate attention is given to partnership working to help support inclusive practice and transition arrangements. The required documentation is in place to ensure the efficient running of the nursery, although the attendance register is not effectively maintained. Since the last inspection the setting has taken many positive steps to improve the provision and consequently is well placed to improve.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the names of children looked after on the premises and their hours of attendance is maintained accurately (Documentation). (also applies to the compulsory part of the Childcare Register) 28/05/2012

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

- improve children's understanding of how hygiene promotes good health; with specific regard to the organisation of snack time and hand washing

- ensure equipment, toys and resources are sufficient in order to fully support children's learning and development; for example, using their imagination in role play, understanding how things work, developing creative skills and physical development
- improve how the information gained from observations is used to plan the individual next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is given sound attention as staff are aware of procedure to follow should they have any concerns about a child in their care. Staff attend training to ensure their knowledge of child protection is up to date. The setting has established clear management responsibilities in relation to child protection, including relevant designated staff. Criminal Records Bureau checks are in place for all staff to ensure their suitability to work with children. The setting takes appropriate steps to manage or eliminate risks to children by conducting risk assessments and daily safety checks. Children are supervised at all times. Safety gates and coded door locks prevent children's unsupervised access to the front door and stairs. Policies and procedures cover all the required elements of the Early Years Foundation Stage and are available for parents. However, the daily attendance register is not kept up to date, which potentially compromises children's safety and well-being in the event of an emergency. This is a breach of the welfare requirements.

The setting has a positive attitude to equality and inclusion, and children are cared for according to their individual needs. Children's photographs and artwork are displayed, together with details about their 'special moments'. Paintings include a delightful display of 'our faces' and children observe and talk about their individual features. This helps foster a sense of belonging. Staff encourage children's understanding of diversity through activities about different cultural events. A range of toys, resources and posters depicting positive images are evident in the setting. Resources are mostly adequate in supporting children's learning and development. Younger children access a range of natural materials in their treasure baskets and older children enjoy access to the computer. However, both areas are short of resources to help children explore and investigate how things work, to help encourage their interest in problem solving and technology. While all children take part in creative activities, older children do not have access to resources to help them develop their creativity spontaneously, for example, through painting and home corner play. All children love playing outdoors and this area is developing well, although some resources are limited, such as bikes.

Partnership with parents is satisfactory. Children's individual needs and parents' preferences are discussed through the admission and induction procedures. The key person system helps children build trusting relationships with staff. Information is exchanged with parents each day about their child's care routines, meals and activities. Parents can see their child's learning and development records at any time and this provides them with an overview of their child's progress. The nursery recognises the importance of working collaboratively with other agencies to ensure

children get the support they need to help promote their development. They are aware of working with other providers to support continuity of care and learning and help transition arrangements. The management team are committed to future improvement. The actions raised at the last inspection have been addressed, improving outcomes for children's care, learning, safety and well-being. The setting have devised an action plan for improvement and started to undertake a quality improvement audit in conjunction with the local authority. Regular team meetings and opportunities to attend training ensure staff are kept up to date with changes and enhance their skills and knowledge.

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

Children make sound progress in their learning and development because staff plan a variety of interesting activities and they clearly enjoy the children's company. Planning and assessment systems are in place and learning journals include a range of observations and photographic evidence which depict children's enjoyment and achievement. However, while staff observe children on a regular basis, it is not clear how the information gained is used to plan the next steps in children's individual learning. Staff know the children well and take into account their current and ongoing interests when planning activities. A recent development in this area led to the creation of a 'hairstylists' within the pre-school room and a display of photographs in the toddler room supporting their keen interest in vehicles.

Independence skills are developing well. Children arrive confidently and older ones enjoy sharing their news at circle time. Staff help children to recognise and understand the rules for being together with others, such as waiting for a turn, being kind and sharing. Number and problem-solving skills are encouraged through play as staff prompt children to talk about numbers, shapes, colouring and counting. Children count the number of biscuits they make while manipulating play dough and problem solve while putting the train track together. Language and literacy skills are emerging and all children enjoy looking at books and singing songs. Older children are encouraged to recognise and write their name, and have a range of opportunities to practise their mark-making skills. They use the writing table and enjoy painting outdoors with brushes and water. Younger children are helped to make marks using resources, such as, paint, sand, shaving foam and cornflour. All children love to explore the properties of water and sand; they become totally absorbed in their play, taking great interest in filling and emptying a variety of containers. Babies and young children have plenty of space to explore their environment, they enjoy climbing on soft play equipment and sitting in their cosy den. Outdoors, children like to crawl through the tunnel, play on the slide and make up their own chasing games. Children show great curiosity while observing, feeding and holding their African snails and watch with interest as the snail emerges from its shell. Overall, children are developing satisfactory skills to support their future learning.

Children's welfare is given appropriate consideration. Healthy eating is encouraged and children are offered water and milk to drink, with fresh fruit at snack time. At

lunch time children eat a two course meal which is well balanced and nutritious. Appropriate hygiene procedures are in place with regard to nappy changing and the use of individual bedding at sleep time. Children are aware of following hygiene routines, such as washing their hands before meals and after using the bathroom. However, the organisation of the snack area does not support effective health and hygiene procedures. Children are not encouraged to wash their hands before helping themselves to fresh fruit or to sit at the table to eat their snack and have a drink. Milk is also left on the snack table during the morning session, which may compromise children's health.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of children looked after on the premises and their hours of attendance (Records to be kept) 28/05/2012
- provide parents with information about the registration system for the compulsory part of the Childcare Register (Providing information to parents). 28/05/2012