

Little Folks Nursery & Out of School Club

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | EY428029 |
| Inspection date | 24/05/2012 |
| Inspector | Lucy Showell |
| Setting address | 108-110 Gravelly Hill, Erdington, Birmingham, B23 7PF |
| Telephone number | 01213273815 |
| Email | |
| Type of setting | Childcare - Non-Domestic |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

The Little Folks Nursery and Out of School Club first opened in 1959 and was re-registered in 2011. It is run by Mishi Nurseries Limited and operates from a large detached house in Erdington Birmingham. The children share access to a secure outdoor play area. The setting serves the local area and has strong links with local schools and children's centres. It is open from 7.30am until 6pm from Monday to Friday for 52 weeks a year. Children are able to attend for a variety of sessions.

A maximum of 64 children from birth to eight years may attend the setting at any one time. There are currently 90 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years with 18 currently attending. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. They support a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 17 members of childcare staff employed. Of these, one holds appropriate early years qualification at level 6, one at level 5, one at level 4, 12 at level 3, one at level 2 working towards level 3 and one working towards level 2. In addition to this the cook is working towards a level 3 qualification in early years and the head of Little Folks Nursery has gained Early Years Professional Status. The setting are supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Little Folks Day Nursery is a truly inspiring provision where the enthusiastic staff team celebrate the uniqueness of each child. The highly valued relationships with parents and other early years professionals ensure individual needs are superbly met. Overall, all children thrive with dedicated support and care shown by each member of staff and the excellent opportunities and experiences on offer. Clear and extensive knowledge and understanding of the Early Years Foundation Stage and the welfare requirements ensures the high quality is meticulously maintained. The proficient and accurate systems of monitoring and assessment show considerable capacity for continuous improvement. The proactive identification of further improvements enables the setting to accomplish the outstanding quality that they continually strive for.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor environment, offering children the freedom to explore and use their senses in the natural world.

The effectiveness of leadership and management of the early years provision

Staff have a very secure knowledge of how to protect children. They receive regular training on safeguarding and work proactively and effectively with both parents and other agencies when necessary. Protocols and practice for making referrals and sharing relevant information are comprehensive and ensures that they have detailed information to protect all children in their care. Extensive risk assessments and safety checks are maintained to the highest level and systems for reviewing accident records ensure risks are kept to a minimum. All policies are developed, monitored and evaluated through an excellent level of involvement from staff, parents and children. They clearly set out how children will be cared for and ensure parents are kept well informed at all times.

Employment and vetting procedures, including enhanced disclosure checks for all staff, and intensive induction procedures are extremely thorough. The valued staff supervision and appraisal systems encourage continued professional development and support the unquestionable motivation of an enthusiastic and appreciated staff team. They have an extremely positive manner and celebrate each other's achievements, giving confidence throughout the team. They benefit from high levels of training, work shadowing and mentoring. There is an inspired vision with high aspirations throughout the nursery. This is clearly formed from the open and regular sharing of opinions from children, parents and staff. The constructive methods of self-evaluation and intricate action plans have been drawn together from a range of quality improvement tools such as 'Quality Together', Effective Early Learning, Early Childhood Environmental Rating Scales and their own quality auditing processes. The nursery is led and managed by well-qualified staff who effectively steer and monitor the nursery. They are a strong driving force who concentrate on promoting high quality practice.

Staff show an exceptional commitment to treating children as unique individuals and meeting all their needs. They develop close relationships with children's families and strong links with the community and professionals from a range of different agencies and organisations. This ensures that children receive well-coordinated support, both during their time in the nursery and when moving on to school. The nursery is highly committed to providing a fully inclusive provision and go over and above to ensure that all children's needs are met. Children with special educational needs and/or disabilities are fully involved as staff proactively seek advice and support. They welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment. One to one support and small group work ensures all children make excellent progress and careful planning of resources ensures learning activities are open and accessible. Staff ensure a wide range of activities are available to promote children's knowledge of differing languages, cultures and the world around them. For example, pictorial aids are used to great effect supported with simple words in a variety of languages for children who speak English as an

additional language. In addition to this there are many displays and resources such as role play equipment which depict positive images that are shared throughout the nursery.

There is considerable importance shown to the nursery's relationships with their parents. Valuable information about the children is discussed at initial meetings and settling in sessions. Key persons share children's achievements during daily discussions, accessible learning records and progress consultations. There are also clear systems for noting the observations or comments made by parents about their children's progress, which is used very effectively as part of the ongoing assessment process. All families are clearly involved and well informed and very comfortable within the setting. They are often invited to participate in cultural festivities, workshops and special events throughout the year. These further enrich children's experiences and ensure that they have lots of positive role models. Parents are invited to share their views and opinions through questionnaires, parents meetings, talking walls and daily feedback. They are enthusiastic and highly complementary about the nursery and highlight the positive impact it has on theirs and children's lives. Comments such as 'My child has come on so much since starting here'... 'My child loves coming to nursery'... 'I know how well the staff care for my child' and 'The staff here are amazing!' are expressed openly.

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

All children thrive in this wonderfully child-centred environment. The spacious, bright and welcoming areas are incredibly well used to provide a resourceful balance of adult-led, freely-chosen and child-led activities. Outside opportunities are provided in the well-planned garden which is safe and secure and eagerly accessed at regular intervals throughout the day or as part of a free-flow system. They select from a range of bikes and cars ridding around one another being careful not to crash. They negotiate up the steps and down the slide on the climbing frame and pour and scoop in the sand and water. There are however, fewer planting and natural resources for children to explore varied sensory experiences outside. Inside, each room is imaginatively organised allowing children to explore and investigate the rich and wide ranging experiences on offer and providing successfully for their care needs. Children's welfare is extensively promoted within this very safe and clean environment. Children show excellent awareness of their own and other's safety as they talk about needing sun cream on when they go outside so the sun does not hurt their skin. Children are successfully encouraged to develop their own personal hygiene skills such as independent toileting and confidently washing their hands. They develop great understanding of the importance of healthy eating as they select and serve their own meals and pour their own drinks. The menus are clearly displayed and due to the nutritional and freshly prepared meals that the children enjoy so much the nursery have recently gained a 'Healthy Settings Award'.

In the baby areas the well-planned layout ensures that feeds can be prepared,

sterile dummies easily accessed and nappies changed with privacy in a hygienic manner. The babies enjoy cuddles on comfy cushions, walking, crawling and climbing across low level equipment and investigating a variety of creative resources. They are captivated as they explore the treasures from the heuristic play baskets selecting favourite items from the man-made or natural 'real' materials which are readily available. Their overall learning and development is extensively promoted by the caring and motivated staff who create opportunities for children to increase their independence and skills. In each of the rooms, displays of the children's own work and photographs of them enjoying their time at nursery adorn the walls. Staff skilfully interact with the children extending discussions and challenging the children with realistic aims across the six areas of learning and development. Staff have clear and considered knowledge of individual children which is informed by cherished information from parents, valuable systematic and spontaneous observations and assessments and is used efficiently to plan for their next steps for future learning. Planning is very flexible and opportunities and experiences are organised and adapted to reflect children's interests and abilities. The children are very involved in the planning of activities offering ideas, extending play to their own agendas and are highly confident when expressing their opinions to staff.

Children's independence skills are excellent and they show an impressive level of responsibility for their age in the way they behave towards each other and work in harmony. For example, at meal times they lay the tables and help serve their own meals before clearing away the plates when they are finished. There is a true sense of belonging as the children immerse themselves in their surroundings with confidence. They display their own creations on the walls and shelving and self-select from the wonderful array of resources on offer. Children receive plenty of praise and encouragement for their efforts and achievements and clearly enjoy the opportunities to explore at their own pace. They choose from a selection of fact and fictional books to sit and 'read' to each other or share with staff and take part in acting out favourite stories. They develop early writing skills as they draw using varied pencils, pens and stencils and improve dexterity by selecting appropriate materials, scissors and glue to create colourful collages and displays. They use the interactive white boards to self-register and enjoy playing matching and sorting games and whilst building towers they solve mathematical problems as they work out how many more bricks they will need and which colours to complete the patterns. In the role-play areas children act out real and imagined experiences taking turns with the dressing up, looking after the babies or making tea in the home corner or becoming different animals in the 'jungle'.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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 | 1 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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 | 1 |
| The extent to which children develop skills for the future | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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