

Little People At The Limes

Inspection report for early years provision

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Inspector Jennifer Kennaugh

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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 People at The Limes is privately owned by its managers and was registered in 2012. It operates from four rooms on the ground floor of a Victorian house in Longridge, Preston and serves the local area. Little People is accessible to all children and their parents. There are two fully enclosed secure areas for outdoor play.

The setting opens Monday to Friday from 8am to 5.30pm, and later by arrangement, for 50 weeks a year. Children are able to attend for a variety of sessions. A maximum of 48 children are able to attend the provision at any one time. There are currently 36 children on roll who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and provides funded early education for two-, three- and four-year-olds. The setting supports a small number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of childcare staff, of whom one is a qualified teacher and one is a graduate practitioner. Two members of staff are qualified at Level 3 in childcare and there is an unqualified apprentice. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes children's learning and welfare well and effective systems are in place to ensure that all children's individual needs are met. Staff display a comprehensive knowledge of the Early Years Foundation Stage, and this contributes to the positive outcomes for children in learning and development. Children are content and secure in a welcoming environment, which emphasises some aspects of diversity, forming links with the local community. There is a sound knowledge of partnership with parents and the setting forms effective links with other agencies to promote continuity of children's care, learning and routine. Self-evaluation is a high priority for managers and staff, and most areas of documentation are up-to-date. The setting demonstrates a strong capacity for continuous improvement due to experienced leaders and well motivated staff.

What steps need to be taken to improve provision further?

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

- carry out regular fire evacuation drills and record the details in a fire log book of any issues encountered and how they were resolved
- develop the opportunities at which parents can regularly review children's progress and contribute to their learning and development records
- develop the opportunities for children to become aware of, explore and

question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Safeguarding in the nursery is effective because staff have had thorough training of how to implement procedures if they have concerns about a child's welfare. Effective policies and procedures, which are regularly reviewed, contribute to protecting children well. Risk assessments are thorough and lead to good practical measures being used to ensure children's safety within the premises and on outings. All adults in the building are suitably vetted to protect children's welfare in the nursery. Induction is provided for new staff and volunteers, which includes procedures to keep children safe in the setting. There are good partnerships with other agencies and professionals to promote children's welfare. Statutory documentation is completed and regularly reviewed to ensure the safe and effective management of the nursery. However, a record of evacuation drills is not maintained, so it is unclear how familiar children would be with this in the event of an emergency, although staff demonstrate a thorough knowledge of the procedure.

Staff are well-qualified and knowledgeable about the Early Years Foundation Stage so children develop and thrive. Resources are accessible to children to enhance independence skills. Staff roles and duties are clearly defined so staff are aware of their individual responsibilities with regard to children's welfare and learning. Thorough policies and procedures promote equality and diversity and the setting welcomes volunteers from the local community that reflect this inclusive ethos. Managers make purposeful use of professional development by working towards Early Years Professional Status, in order to enhance the quality of provision and outcomes for children.

Parents praise the staff for their caring and flexible response to children's needs. They receive suitable information through verbal and written means about their children's daily care, learning and routine. In addition, children's learning records are accessible at all times. However, the systems for parents to contribute to learning records are less well-developed and the opportunities to review children's progress with staff are not formalised, so this aspect of practice is inconsistent in quality. As a result, staff are not able to incorporate information from parents into planning for all children, although this is effective in supporting learning when it occurs.

Thorough initial information is always obtained prior to children joining the provision, which enables staff to settle children quickly, when combined with their care and professionalism. The setting effectively engages with other agencies, particularly when additional learning and developmental needs have been identified.

Managers are aware of areas where they would like to enhance the provision and make appropriate plans. Regular staff meetings are held to maintain motivation

and communicate strategies for continuous improvement. Systems for evaluation of provision are comprehensive and contribute to this organised approach to continuous improvement.

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

The nursery operates a key worker system to help children feel safe and secure. Babies and children are confident with staff and visitors, exploring the indoor and outdoor spaces thoroughly, along with the easily accessible resources. Babies vocalise pleasure to staff when splashing with spatulas in shallow trays of water, or when mark-making in corn flour. Staff use their knowledge of children's interests well by providing resources they enjoy, such as bunches of keys, to help them to settle and to form a basis for extending communication skills. Older children show good standards of safety awareness, by suggesting that they should 'all line up' before going up the ramps to the garden.

A wide range of experiences are provided in the two outdoor areas to enhance all aspects of learning in the Early Years Foundation Stage, including a sensory garden, large play equipment, resources for water and sand play and small vehicles to ride on. Children take part in planting many different vegetables as part of their learning about the natural world, along with healthy eating. Food is cooked on the premises, with healthy snacks and meals to ensure all children receive a diet suitable to their needs. Water is available to children at all times and babies are frequently offered drinks to ensure they are well hydrated. Older children show a good understanding of personal hygiene and say they should wash their hands and have clean tables before meal times to avoid 'getting poorly from germs'.

Babies enjoy a range of cause and effect toys to develop their physical skills, and this also provides experience of early information communication technology. Older children have independent access to a desk top computer with simple games to extend numeracy and literacy, along with other resources such as children's digital cameras and remote control or programmable toys. As a result, with the expertise of staff in developing children's communication skills, they have good opportunities to develop skills for the future. Children in the pre-school age range show a very good knowledge of numbers to ten and some can perform simple subtractions using counters, showing the staff's positive approach to extending children with regard to their individual needs.

Children have opportunities to develop creative skills through frequent opportunities to paint, make collages and play in role play areas. A sensory room provides a soothing environment for babies and children who need quiet time or rest. Staff complete detailed records of learning and planning for individual children and babies who are making good progress towards the early learning goals. Also, staff and managers have a strong awareness of the procedures they need to follow if they have concerns regarding a child's development, so that additional needs are met.

Behaviour is good and staff set clear boundaries to maintain this. Children have

opportunities to make a positive contribution to their community in and outside of the setting. Children are encouraged to help tidy up and the nursery takes part in the local carnival and the summer show in the town by organising a float and a stall exhibiting children's artwork. They also benefit from visits from school crossing patrol staff and the community police officers to learn about responsibility in the community. Some traditional festivals and those of other countries are celebrated to help children learn about diversity. However, the lack of displayed images of other cultures, countries, faiths and disabilities limits the opportunities for challenging children's thinking, although some books regarding a range of languages and cultures are accessible to them.

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	3

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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