

Little Folks Day Nursery & Out of School Clubs

Inspection report for early years provision

Unique reference number	EY442594
Inspection date	13/07/2012
Inspector	Lisa Parkes
Setting address	Gunters Primary School, Gunter Road, Pype Hayes, Birmingham, B24 0RU
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Little Folks Day Nursery and Out of School Club is owned by Mishi Day Nurseries Ltd. It was registered in January 2012 and operates from premises on Gunters Primary School site in Pype Hayes, Birmingham. The club serves the children from the school. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 7.30am until 8.40am and 3.15pm until 6pm during term time. Play schemes operate during school holidays. Children are able to attend for a variety of sessions.

A maximum of 26 children may attend the club at any one time, all of whom may be in the early years age group. It also offers care to children aged over five years. There are currently 30 children on roll, 12 of whom are in the early years age range. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The setting employs three practitioners, all of whom hold full and relevant childcare qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered high levels of care and education, and make strides in their learning and development overall. Practice is fully inclusive and support is personalised to meet children's individual needs. Effective arrangements exist to ensure children's health and safety. Partnership working is effective, and the management team leads and encourages a culture of reflective practice.

What steps need to be taken to improve provision further?

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

- exploit the mathematical potential of the outdoor environment
- develop children's awareness of languages and writing systems other than English, and communication systems, such as signing.

The effectiveness of leadership and management of the early years provision

All necessary steps are taken to safeguard and promote the welfare of children. An effective safeguarding policy is implemented and individual practitioners are fully aware of their roles and responsibilities in relation to safeguarding children. Children are provided with a safe and secure environment in which to interact and explore rich and diverse learning and development opportunities. A formal risk assessment is conducted, and practitioners constantly reappraise both the

environment and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.

Management systems run smoothly and a professional and organised approach is adopted. Practitioners create an environment where children learn new skills, have fun and enjoy themselves. Children benefit from high quality interaction and have easy access to an abundance of interesting resources. Space is used creatively, and a good balance of activities ensures that children have ample opportunities to be active and to relax. Practitioners are effectively deployed to support children, and staff morale is high. A culture of reflective practice and self-evaluation helps to drive improvement.

Equality of opportunity is considered in all aspects of the service, and practitioners represent important role models. There is a strong commitment to meeting the individual needs of all children, and the atmosphere is warm and accepting of everyone. Children with special educational needs and/or disabilities and those who speak English as an additional language are fully supported. However, presently, notices, signs and words displayed around the provision are predominantly in English. Practitioners intend to address this in order to value the importance of all languages spoken and written by parents, staff and children.

Practitioners work in partnership with other professionals to promote optimum continuity of care. Links with the local children's centre, toy library and associated daycare settings make a strong contribution towards children's achievement and well-being. Practitioners have established a strong relationship with the on-site school and benefit from termly meetings and input into the school's newsletter. The headteacher is effusive in his praise for the provision. Children are actively involved in learning which take them into the local community, for example, visiting a fire station.

Engagement with parents is very positive, and all children and their families receive a very friendly welcome. Questionnaires provide valuable opportunities for parents to express their thoughts. Comments such as, 'great atmosphere', 'excellent organisation' and 'children are happy and safe' reflect their views. Parents are invited to the provision to share their skills and expertise as they engage in jewellery making, junk modelling and designing paper weights. Children use a 'talking book' to communicate their ideas and they play an important role in shaping future services.

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

Children engage in safe, stimulating and diverse activities within a secure and supportive environment. Practitioners find out about children's existing skills, likes, dislikes and preferences and use learning journals to monitor and track individual children's progress. As a result, learning is varied, purposeful and progressive. Children are happy, busy and engaged in a variety of learning experiences, such as making dens, creating musical instruments, preparing pizzas, designing paper aeroplanes and planting seeds. Role play is very popular and children use a wealth

of realistic props within the 'salon'.

Children adore outside play and have fun as they use skipping ropes, balls, cardboard boxes, water pistols and spray bottles. They collect items of interest, compete in races and competitions and dance to music. Owing to the fact that children generally do not use the indoor mathematical resources, practitioners are considering new and innovative ways to exploit the mathematical potential of the outside play area, for example, by incorporating positional and directional language into their play. However, this is yet to be developed. Children are active and enjoy ample opportunities to test their physical skills through football and fitness clubs.

Children demonstrate a good awareness of what constitutes a healthy lifestyle. They become independent in their personal care needs, are actively involved in recycling, and understand the importance of eating healthily. At cooking club, children make chapattis, scones, smoothies and flapjacks, and they are all involved in making toast for breakfast. Planting and growing activities help children to learn about the food chain. Children are content and settled because their health, physical and dietary needs are well met. They are active, energetic and adventurous, and demonstrate a delightful sense of belonging.

Children show an excellent understanding of what standards of behaviour are expected, and apply these in order to keep themselves and others safe. Children have valuable input into setting rules, and have made a booklet relating to potential hazards. They help to assess risks, rehearse the emergency evacuation procedure, take controlled risks in their play, learn about road safety, and attend stranger danger workshops. Their understanding of safety issues is exceptional. High quality interaction and exemplary organisation of routines help children to gain an exceptionally strong feeling of security.

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	1
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

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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