

Little Folks Nursery & Out of School Club

Inspection report for early years provision

Unique reference number	EY428026
Inspection date	06/08/2012
Inspector	Tracey Boland
Setting address	Westwards Close, Kingstanding, Birmingham, B44 8LR
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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.

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Description of the setting

The Little Folks Nursery and Out of School Club registered again in 2011 and is run by Mishi Nurseries Limited. It operates from an adapted warehouse in Kingstanding Birmingham. The nursery serves the local and surrounding areas and has links with local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 44 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 32 children attending, who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications to level 3 or 4. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and settled and make excellent progress in their learning and development. Staff meet children's individual needs effectively, providing activities and experiences that are interesting, stimulating and encourage children's natural curiosity to learn and are developing further opportunities in the outdoor environment. Children's welfare is continually promoted through the organisation of the rooms and effective safety arrangements are in place throughout. The commitment of the staff to work in partnership with parents and other professionals involved in children's lives is excellent, as a result, they receive care and support that is tailored to their individual needs. Excellent routines are in place, which enable management and staff to evaluate the quality of the provision and continually develop and enhance practice. This ensures that the setting continually reflects on practice and identifies areas for development, which has an excellent impact on the care the children and their families receive.

What steps need to be taken to improve provision further?

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

- extending the opportunities for children to develop their sensory

experiences in the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is excellent and the manager's enthusiasm is infectious. Safeguarding is given a very high priority, so children's welfare is continually assured. Staff are extremely well informed about safeguarding issues and demonstrate an excellent understanding of their role and responsibility to protect children in their care from abuse and neglect.

Comprehensive written policies and procedures are in place reflecting the setting's ethos of care and ensuring the correct action is taken to protect children if the need arises. Robust employment procedures are in place to ensure that those working in the setting are suitable to do so. A well-established induction procedure and system for appraisals and individual supervision is securely in place. Also staff are committed to their own personal development, accessing a variety of training courses through the local authority, as well as 'in-house'. As a result, they are well qualified and their knowledge of key legislation is kept up to date and their practice is enhanced. Staff are vigilant at all times and implement effective strategies to keep children safe. Comprehensive risk assessments are in place and are regularly reviewed. Staff undertake daily visual checks of all areas to ensure their suitability.

Staff are proactive in ensuring that the environment is safe at all times and fully meets individual children's needs. They access the garden daily and their learning is continuous both indoors and outdoors. Equipment is excellently maintained and stored at low-level, which means that children can help themselves safely. The use of time and resources are very well managed, enabling children to plan, organise and complete their activities within the consistent boundaries of their regular routine.

The setting is highly committed to working in partnership with others involved in the children's care. Strong channels of communication are firmly embedded in their practice, which ensures that children's learning, development and welfare are continually nurtured. Parents are provided with detailed, high quality information about the setting and their child's progress and are fully involved in their learning. Their views are continually sought and staff are proactive in using these to continually develop the service. The setting is highly inclusive and staff are committed to treating children as individuals. Staffs' understanding of the children and their needs is excellent and they recognise, value and celebrate difference. As a consequence, all needs are met and children develop a very clear knowledge and understanding of the wider world. Children enjoy a wide variety of nutritious, well-balanced meals and snacks that respect individual dietary needs and preferences. Menus include foods from around the world and levels of cleanliness and excellent hygiene routines have resulted in the highest rating from the food agency. Mealtimes are a very sociable occasion where the younger children eat with their older peers and make their own choices with regard to food. Staff actively support children in serving their own foods, therefore, encouraging their independence from a very early age. Children stay hydrated and alert as fresh drinking water is

freely available and milk for very young babies and toddlers is freshly prepared. Staff ensure that their comfort is maintained as babies drink as they are seated on staff laps in a comfy chair, enabling this to be a relaxed occasion, which compounds their feeling of security.

The manager and staff have high aspirations for the quality of the provision and take positive steps to evaluate their practice and improve outcomes for children. Their involvement in their self-evaluation and seeking the views of families using the setting, enable practitioners to identify areas for improvement and to take appropriate action. Excellent systems for communication ensure that staff are fully conversant with parent's views. Also feelings and comments made by parents reflect the outstanding level of care they receive.

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

All children make excellent progress in relation to their starting points and staff recognise children's achievements and plan efficiently to meet their individual needs. Activities and play experiences are stimulating, interesting and challenging and clearly promote children's all round development. Starting points are well known and children's on-going achievements are consistently evaluated, enabling staff to continually hold a clear picture of their progress. They use their knowledge of children's interests, their own observation programme and information from parents and other providers to provide an excellent service that meets all of their individual needs.

Children are excited and eager to become involved. Older children show high levels of independence, confidently selecting resources and activities for themselves and seek the involvement and support from staff as they need it. Babies and toddlers develop their confidence through the wonderful support and care they receive. Their time spent with the older children is an enjoyable occasion and enables them to also have time with siblings, which encourages their feeling of security. They are happy and engaged in play and excellent relationships have developed with their peers and adults in the setting. Children learn to take turns and play co-operatively together and behaviour is extremely good. The text-rich environment and wide variety of resources promote children's enjoyment of reading and mark making. For example, children enjoy making choices with regard to books and staff are enthusiastic and engaging when they read these to them, putting great emphasis and excitement into the story. This encourages children to become involved with familiar text and rhyme. More able children confidently form the letters that make up their names and some easily write their names. Also the younger children enjoy making marks in gloop and sand. They capably weigh measure and match during activities, such as cooking and sorting pencils into sets and can count confidently. Children's knowledge and understanding of the natural world is enhanced as they enjoy growing plants, fruit and vegetables in the garden and observing the lifecycle of caterpillars through to becoming butterflies. Staff are aware that sensory opportunities for children outdoors are still evolving and are looking at materials, resources and play experiences to enhance the outdoor learning environment further.

Singing and dancing enables children to express themselves in a variety of ways and children are eager to be involved in story time where they join in with familiar text and rhymes. They enjoy the 'music man' who comes into the setting each week and are learning rhythm and beat, using musical instruments to express themselves. Children make significant progress in information and communication technology skills, developing hand and eye coordination and control when using the mouse. They are supported when researching events and celebrations throughout the year. Babies and young children develop their skills through a wide variety of electronic resources that encourage their involvement in pressing buttons and shapes to gain a response. Therefore, gaining skills they need for the future.

Children develop a clear understanding of how to keep themselves safe, as staff take time to show them how to recognise risks for themselves and to take appropriate action. They are actively involved in drawing up the rules and boundaries within their rooms and remind their peers of those rules when appropriate, for example, using 'walking feet' indoors. Children spend ample time enjoying the fresh air, take regular exercise and talk about their environment. For example, when listening to a siren, staff encourage them to think about what is making the sound, where might they be going and what colour they may see on the car.

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
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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

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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