

Little Saints

59 Halefield Street, ST. HELENS, Merseyside, WA10 2DW

Inspection date

Previous inspection date

17/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The enabling learning environment and caring and sensitive nature of the staff supports children to form secure attachments.
- Managers are committed to the recruitment of adults who have a wealth of experience and childcare qualifications. This is reflected in their understanding of how to support children's learning effectively.
- The systems in place for engaging parents and other external agencies, in the preparation of care plans, ensure that children with specific needs receive the support they need.

It is not yet good because

- Parents are not involved with the assessment of their child's progress and development.
- The range of resources and opportunities for children to play and extend their learning in the outside environment have not yet been fully embraced.
- Internal management monitoring systems are not sufficiently robust. Staff, children, parents and other service users are not yet involved in the self-evaluation and planning for any future improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main play rooms and the outside learning environment. He also viewed equipment and other available playrooms and dining areas not being used on the day of the inspection.
 - The inspector held meetings with the owner and the manager of the provision. He held discussions with the members of staff present during the inspection.
- During the inspection the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability, children's details, information and responses regarding any complaints and concerns received. He also viewed risk assessments and other safety documentation, including procedures relating to the upkeep and maintenance of the premises.
- The inspector also sought the views of two parents, spoken to on the day, and another who had previously contacted Ofsted prior to the inspection.

Inspector

Frank Kelly

Full Report

Information about the setting

Little Saints was registered in 2012. It operates from a purpose-built single-storey building close to the town centre in St. Helens. The nursery is owned and managed by a private individual under a company status. The nursery serves the local area and beyond. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks a year from 8am until 6pm. Children 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. There are currently 23 children in the early years age range on roll.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The managers hold either a Foundation degree in Early Years or a BA (Hons) degree in Early Years. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that parents and/or carers are kept-up-to-date with their child's progress and development; and provide information of how parents and carers can share learning at home
- ensure a regular programme for the supervision of staff is implemented in practice. Use it to promote the interests of children and foster a culture of mutual support, teamwork and continuous improvement.

To further improve the quality of the early years provision the provider should:

- review and further develop opportunities for children to play and extend their learning in the outdoor environment. For example, provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors
- develop the self-evaluation process so that there is a thorough system for careful monitoring and analysis of the provision. Consider how the views of staff, children and their parents can be engaged to support the identification of priorities and plans for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

At the point of inspection this setting has only been operating for eight weeks and for the first five weeks was caring for a total of three children, none of whom were present on the day of the inspection. All of the children being cared for during the inspection have been attending for a maximum of three weeks. During this time the staff have ensured that the priority was to establish and develop caring and secure relationships with the children, to help them settle so that they can develop confidence in their learning. Children, even those on their second and third visits without their parents, demonstrate a familiarity with favourite resources and a delight in sharing what they are doing. For example, they fetch a hard hat, place it on their head and commence 'fixing things' with the play tools of the work bench. Others gleefully announce they are wearing the fairy dresses and are being 'Tinkerbell'. Staff's positive acknowledgement of their ideas and play, further boosts their confidence and self-esteem.

Staff have created an inviting environment for children to enter. Toys and resources are suitably deployed to provide appropriate challenge and promote their safety. For instance, they provide pop-up toys and activity centres that encourage babies to explore. Smaller construction toys and more complicated tools for role play, to support the older children's physical development are also provided. There are resources for making marks, such as chalks at an easel. Paintings and pencil drawings displayed on the walls provide evidence that children access a range of creative media. However, outside there is not the same variety for children to play with. Staff have identified that this is an area for further improvement. Children have access to resources, such as a climbing station and wheeled toys, including scooters. A sand tray that has a range of small world figures in creates a fun play opportunity during which the children talk to themselves as they play. The children enjoy playing 'shops' in the wooden play house and have access to a till and a variety of recycled food packages, tubs and cartons. However, the staff have not considered how they can ensure that there is a range of resources that promote all the areas of learning in a similar fashion as they have created inside. For example, there are no materials to make marks with or access to paper and pencils and crayons to compliment the role play outdoors.

For most children the assessment files are not yet operational as their attendance has been so limited. Information about children's immediate needs is sought through a simple information sheet which staff use to plan the initial care and identify any specific support for children. For the children who have attended for a longer period, their assessment files have greater detail. In preparation for the introduction of the learning requirements of the revised Early Years Foundation Stage, a summative assessment of the child's progress within the previous framework's format has been prepared and staff communicate how this will act as a starting point for planning the children's next steps of learning and future progress. However, these documents and information of how parents can support their child's learning at home are yet to be shared with parents. It is a requirement of the Early Years Foundation Stage for the setting to do this.

That said, the staff team demonstrate practice based on a very secure knowledge and understanding of how to support children well, to learn and develop. Planning has been introduced which is linked to their early observations and assessments of children. For example, they provide opportunities for babies to stand after they identify that they instantly begin to make stepping motions whenever they are in a vertical position. For older children the train track is set out, with an aim to support the children's developing hand-to-eye coordination, so they can successfully propel the engines around the track. This planning is securely linked to the three prime areas of development and, where appropriate, the four specific areas. These planning systems are to be complimented by the recently prepared children's records of progress, which include assessment and tracking records. These are based on the relevant Early Years Foundation Stage guidance documents and have a close additional link to early intervention programmes, such as 'Every Child's A Talker'.

The manager and staff demonstrate a clear commitment and understanding regarding the promotion and development of children's language and communication skills. Displays in the nursery provide an overview about the 'Every Child's A Talker' programme and staff effectively use a variety of ways to support children's communication and language. For example, visual picture boards have been introduced to support some children to understand the day's routines and communicate their needs or wishes. For toddlers, simple but fun activities include a key feature for extending children's vocabulary, such as acting out the 'Five little ducks' rhyme. This type of activity also provides opportunities to introduce the routine rhythm of early counting. The setting is preparing to undertake additional developmental and assessment systems, such as that for the required two-year-old children's progress check. However, at present there has been insufficient time for the effectiveness of the practice to be securely embedded. Thus it is not fully possible to assess securely how it is sustained; and the impact on the development of the range of the children the setting cares for.

The contribution of the early years provision to the well-being of children

Children are at ease in this setting. Staff's close proximity and gentle interactions help babies feel safe and secure and older children to try new challenges. For example, babies enjoy lots of cuddles and praise. The older children who are hesitant to clamber up the steps of the climbing frame are encouraged. Staff are sensitive to children's needs, for example, their reluctance to use the toilet. During 'accidents' staff are warm and calm, soothing children's upset and distracting them by encouraging them to recognise their pants or look at the book one of the children is reading. Children in return are soon at ease and back seeking activities, such as playing with the dinosaurs. Care plans for babies are prepared through discussion with parents during the settling-in periods and staff follow children's routines for eating and rest. For example, babies enjoy being nursed and some children who are not yet ready to try the cooked lunch offered, are able to have their packed lunch, prepared by their parents in case they would not try the nursery lunch.

Staff follow good hygiene procedures which children observe and are encouraged to follow. Staff encourage them to wash their hands at appropriate times, such as before eating by singing the 'Washing our hands' song. They remind children about the

importance of drinking water regularly as they offer them a drink after running around outside and talk about the children being hot and thirsty. The staff ensure that all children access the outdoor area at differing points during the day so as to gain fresh air and stretch their muscles and be active. For example, lively toddlers are provided with opportunities to dig in the sandpit and run around before lunch. Babies enjoy the autumnal sunshine, rustling noises and smell of the leaves in the afternoon, when they are awake and more alert.

The very young children learn about appropriate ways to behave and how they should interact and care for their peers through the staffs' polite and positive role modelling. For example, staff gently distract toddlers' exuberant throwing of balls by engaging them to look at themselves in the mirror. When preparing for lunch staff encourage children to tidy up by inviting the children to help in animated tones. Children are asked to problem solve as they are invited to show staff where they think toys and equipment go.

The setting demonstrates good inclusive practice. Books, pictures, dolls and other resources reflect the diversity of today's world. Information about children's cultural needs is obtained and used to plan care, such as dietary needs, customs and special celebrations. Some of the staff have a wealth of previous experience working with children with special educational needs and/or disabilities. This is evident in the ways that the setting is working collaboratively with others. For example, currently staff are engaging, in consultation with parents, with a range of other relevant professionals and agencies. The plans and strategies in place, are rigorous, so as to promote the children's safety, well-being and ensure that that they are not disadvantaged, given their individual needs and starting points. The management are able to clearly communicate their commitment to supporting such children. For instance, it is realistic and sound in its approach to ensure that staff will have the relevant guidance and undertake training to meet individual children's specific needs.

The effectiveness of the leadership and management of the early years provision

Detailed policies and procedures have been created to promote the safety and protection of the children. In particular, the recruitment and selection procedures are rigorous and ensure that the adults have the experience, skills, qualifications and character to care for the children. The setting is very clean and the staff responsible for preparing food ensure that recommended food hygiene procedures are followed. Risk assessment has been conducted and on a daily basis staff supervise the children well. They ensure that the premises and equipment are appropriate for the children's needs and developmental stages. The effectiveness of the staff induction is evident as staff demonstrate, through discussion, a very sound understanding of the procedures to follow should they have a concern about the welfare or safety of a child. The safeguarding procedures are detailed and reflect the requirements of the Local Safeguarding Children Board. Contact details and instructions of how to contact the relevant agencies are displayed in each of the playrooms. A parental information pack provides parents with good information about the setting's key policies and procedures. There is also an overview of the learning programme through the provision of a government produced leaflet.

The owner and manager communicate with enthusiasm, their vision and intentions for developing the service for the future. The owner is able to demonstrate her understanding of the requirements of the Early Years Foundation Stage and the intentions for introducing any outstanding requirements or for improving the provision, such as the establishment of staff supervisions. However, the lack of a framework or provisional timetable to use as a basis for implementing the requirements; means that there is no formal way with which to track and monitor that such planned events have been implemented. In addition there has been insufficient time for the setting to establish systems for engaging the views of parents, children and other users of the service, to review practice and plan future development.

As the numbers on roll have increased, staff demonstrate that they are reviewing practices and taking steps to improve. However, these reactive approaches, such as altering the use of areas in the play room, are not always fully communicated to parents before changes take place. This has, on one occasion, caused parents to raise a concern. The management responded appropriately and took immediate steps to address the concerns raised by the parent. That said, overall the staff are very adept in communicating on a one-to-one basis with parents. New parents visiting are given time to ask questions and the staff are open and honest, keen to share information about the organisation of daily routines and how children will be supported in their learning. Genuine warmth of welcome is provided and interest is shown in the information shared. Those parents who shared their views with the inspector expressed their satisfaction with the care their children receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446372
Local authority	St. Helens
Inspection number	883737
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	23
Name of provider	Fielding Leisure Limited
Date of previous inspection	Not applicable
Telephone number	01744 808988

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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