

# Little Monsters Kindergarten

1 Simes Street, Westgate, Bradford, BD1 3RB

## Inspection date

25/09/2012

Previous inspection date

01/06/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

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 2

## The quality and standards of the early years provision

### This provision is good

- The successful implementation of a key person system supports engagement of all parents and has improved relationships with children and families.
- Children are making good progress from when they started at nursery and they are well prepared for their next step in learning.
- The manager has effective systems in place to monitor the practitioners' performance. Practitioners have a well-established development programme that motivates them and improves their practice.
- The safeguarding and welfare requirements are understood and met by the manager and leaders, with strong and clear arrangements, policies and procedures well embedded.
- Practitioners are good role models. They are deployed well and apply strategies that give clear rules and boundaries, resulting in children being very well behaved.
- Practitioners help children to learn to be independent, resulting in children being competent in managing their own personal needs in relation to their age and stage.

### It is not yet outstanding because

- Children's play is sometimes interrupted by adults.
- Younger babies have fewer opportunities to move, stretch and explore the indoor and outdoor environment and are sat in chairs for long period of times.

## 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 three main playrooms and the outside learning environment, and viewed equipment.  
The inspector held meetings with the owner and the manager of the provision and
- the local authority quality improvement officer, and held several discussions with members of staff.
- The inspector took into account the provider's self-evaluation form.  
The inspector viewed children's assessment and planning records. Also regulatory
- documentation regarding adults' suitability, children's details, information and responses regarding any complaints and concerns received.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Hayley Gardiner

## Full Report

### Information about the setting

Little Monsters Kindergarten and Out of School Club is a privately owned setting that has been running for a number of years and was registered with a new provider in 2007. It operates from five rooms in a converted building in the centre of Bradford, West Yorkshire. One of the rooms is used by the out of school club. Access is gained via a small number of steps leading down to the setting's entrance. An enclosed outdoor play area is available.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll in the nursery and six in the out of school club. The setting is open each weekday from 7am to 6pm all year round, with the exception of Bank Holidays. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- maximise space for younger babies to move, roll, stretch and explore, indoors and outdoors
- ensure children have opportunities for uninterrupted time to play and explore.

### Inspection judgements

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

The staff team have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Children benefit from a good range of activities that staff carefully plan to motivate their interest and involvement. Staff learn about children's starting points through talking to parents and encouraging them to contribute to a simple observation at the enrolment stage. Staff carry out observations of the children to identify their progress and their next steps in learning. Staff use these assessments and feedback received from parents about children's activities at home to plan activities across the seven areas of learning. Children's progress in the prime areas of learning ensures they

are ready for their next step in learning. Subsequently, all children progress consistently very well in relation to their starting points

Staff move in and out of children's play to support and challenge them. However, on occasion, adults interrupt children's own play to talk to them or for them to show other adults visiting the setting specific things. Staff understand how to motivate children's involvement by planning activities that reflect their interests. For example, they provide large jigsaws of mini beasts and engage in conversation about the insects of interest. Children who speak English as an additional language are progressing well in all areas of development and are acquiring communication and language skills in English. They repeat phrases during an adult-led activity and practice pronouncing their key person's name. Key words and phrases from their home language are also used to engage children within the routine.

Children develop their communication and language skills very well and the staff build up the children's vocabulary to ensure that they know what new words mean. Staff extend conversations and ask children open questions that encourage them to think before they respond. This helps them develop their thinking skills and confidence in expressing their ideas, as they know that adults are interested in what they say. Children also take part in phonic activities to develop their skills further. The setting is currently part of the Every Child a Talker programme and is developing children's language skills rapidly. Staff encourage children to make choices during their activities and support these; for example, by providing additional resources children ask for during a painting activity. Staff engage well with all children to help them understand their thoughts, ideas and feelings. They continually speak and listen to the children, and the setting uses Makaton as a signing system so all children can participate.

Children enjoy being in the setting and they are secure in the environment and know the routines. They demonstrate a sense of belonging and have good relationships with their key person. Babies are very settled and show strong, positive attachments to the familiar adults who meet their care needs. All children are comfortable in their routines and display high levels of confidence and self-esteem. The key person system ensures that each child receives individual support and that information about children's progress is easily accessible to parents. They provide parents with a warm welcoming atmosphere and encourage them to contribute to their children's learning. The key person is accessible for parents daily, allowing the exchange of information about children's budding skills and interests. Parents are encouraged to attend informal dropping sessions to come into the nursery to discuss their children's progress in more depth.

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

Children are cared for by a welcoming and caring staff team who work well together to benefit the children. Children are settled and relaxed, confidently approaching adults for support, as a result of well-established relationships. This confidence comes from an effective key person system. Children appear happy, safe and secure. All children know the routine of the nursery well. This sense of security allows them to grow in confidence and develop a positive nature to learning. Children behave well and overall will play in

harmony and cooperatively, but are also content to play alone. Practitioners are good role models and encourage children to share and apply guidance and boundaries for children's behaviour, resulting in children knowing what acceptable behaviour within the setting is. Good procedures ensure that children continue to feel secure when changing to a new room in the nursery or when going on to school.

The children's key person gains information prior to induction of the child, ensuring they have a good knowledge understanding of each child's background and needs and babies routines are adhered to. Babies have access to a range of natural materials and treasure baskets: however, they are placed in chairs or bouncers for long periods of time throughout the session resulting in babies being restricted in movement and space for stretching and reaching out.

Children are encouraged to talk about healthy living and contently use meal times as a social time with conversation about apples and various fruits. Children are encouraged to talk about taste and texture of food; for example, 'Is it sweet or sour?' 'Is it hard or soft?' Children access drinking water throughout the session and are encouraged to sit for snack time. They use self-service systems and pour their own drinks. Practitioners encourage independence and children are expected to manage their own personal needs, giving support where needed. Through this, children become fully are competent to manage their own individual needs.

Staff have a good understanding of how to keep children safe. Effective risk assessments reduce possible hazards and regular safety checks promote children's safety, both inside and outside. The premises are secure and there are effective procedures in place to ensure the safe arrival and collection of children. The environment is well organised and resourced and is accessible to all children. They move around the provision freely and confidently.

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

The setting has met the actions and recommendations raised since the last inspection. This results in positive outcomes for children. Systems to monitor the provision are effective. Through self-evaluation, liaison with local authority development workers, regular staff supervision, appraisals and an ongoing training programme, the team of staff address priorities for enhancement. Parents are also involved in this process through the use of the surveys and parent questionnaires. Children are listened to by staff and influence activities and routines of the day. The routine is flexible and managed through the engagement of children within activities. Management understand their responsibilities regarding meeting all the requirements of the revised Early Years Foundation Stage. They consistently monitor and oversee the planning of the curriculum and children's progress. Training and development of the staff team is in place. For example, the manager introduced training for the staff to help them gain an understanding of the prime areas of development. All staff are trained in paediatric first aid so they understand how to look after children in an emergency.

Children are safeguarded effectively as staff have a good understanding of child protection and what to do should they have concerns about children in their care. They are cared for by staff who have been fully vetted to ensure their suitability. Staff are aware of their responsibility in protecting children from possible abuse and the setting has clear policies and procedures to support staff. The environment is risk assessed on a daily basis and action is taken to minimise any risks to children. All records that support the effective management of the setting and ensure the safety of children are of a good quality

Working partnerships with parents are of a good standard. Staff regularly share all relevant information to support children's welfare and learning. Parents are actively encouraged to contribute to their children's development through informal sessions and observations at home. Information regarding the provision is displayed for parents to access. They comment about the care and support their children receive as, 'a great experience' and that the setting 'is perfect for mine and my child's needs'. Staff work well with other professionals from external agencies to ensure children with any additional needs are provided for, with quality interventions and referrals.

### 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

<b>Unique reference number</b>	EY358779
<b>Local authority</b>	Bradford
<b>Inspection number</b>	850317
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Hameeda Zaman
<b>Date of previous inspection</b>	01/06/2010
<b>Telephone number</b>	01274 732 654

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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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