

Little Folks Nursery & Out of School Club

108-110 Gravelly Hill, Erdington, Birmingham, B23 7PF

Inspection date	23/10/2012
Previous inspection date	24/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children's language, communication and social skills are well supported by staff who promote children's vocabulary through activities and discussions.
- Parents and staff exchange useful information on a daily basis, which keeps parents well informed of their child's progress and enables them to share ideas for supporting children's learning further at home.
- There are good partnerships with parents and other agencies, such as health and education, which supports individual children, particularly those with special educational needs and/or disabilities.
- All staff understand and implement clear policies and procedures to meet the safeguarding and welfare requirements, which ensures children are safe from harm.

It is not yet outstanding because

- Some adult-led activities offered to the youngest children are not always organised in a way that consistently ensures that children are fully supported and challenged to make the most of their learning experiences.
- The process for monitoring the educational programme is new and is not yet robust enough to ensure that a consistently sharp focus is placed on ensuring it reflects children's individual interests and learning needs.

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

- Two inspectors observed activities in four playrooms and the garden.
- The inspector carried out joint observations with nursery staff and the management team.
- The inspector took account of the views of children, parents and carers spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, risk assessment, accident records, evidence of suitability of staff working within the setting and a range of other documentation.

Inspector

Kashma Patel

Full Report

Information about the setting

The Little Folks Nursery and Out of School Club first opened in 1959 and was re-registered in 2011. It is run by Mishi Nurseries Limited and operates from a large detached house in Erdington, Birmingham. The children share access to a secure outdoor play area. The

setting serves the local area and has strong links with schools and children's centres. It is open from 7.30am until 6pm from Monday to Friday for 52 weeks a year. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 79 children attending who are within the early years age range. The setting also offers care to children aged over five years. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are currently 17 members of childcare staff employed. Of these, one holds appropriate early years qualification at level 6, one at level 5, one at level 4, 12 at level 3, one at level 2 and one working towards a level 2. In addition to this, the head has gained Early Years Professional Status and the cook is working towards a level 3 qualification in early years. The setting is supported by 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:

- review and amend the balance of adult-led activities, particularly for the youngest children, so that they are consistently supported through effective adult interaction
- consolidate and extend the system for monitoring and reviewing the educational programme so that it sharply focuses on reflecting children's interests and individual learning needs.

Inspection judgements

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

Children enjoy good quality first-hand experiences as they play. They make good progress across the seven areas of learning and acquire the necessary skills to equip them for the next stage of their learning. Nursery staff make good use of 'Development Matters' within the Early Years Foundation Stage documentation to identify children's progress and the next step for their development.

Staff plan a range of play opportunities and activities which are mainly based on children's interests and ideas. They observe children in order to complete assessments and to help identify the next stage in children's learning. However, occasionally there is an imbalance

in the amount of adult-led activities offered to the youngest children. In addition, some staff do not always use their interactions with children to best effect. For example, young children are not always given sufficient time to think before being pressed to respond to questions, and this hinders them in making the most of their learning during some activities.

Staff plan opportunities and activities to help younger children develop skills in communication and language, physical, personal, social and emotional development. This ensures children have a firm knowledge base from which they can build on and learn new skills. Staff use a good range of teaching methods, which include open-ended questions, to stimulate learning. For example, children initiate their own learning as they ask staff to read a book about animals. Children name various animals, such as a rhinoceros, hippopotamus and elephant. More able children are aware that elephants have white tusks. Staff repeat the names of all animals to reinforce their vocabulary and introduce new words for younger children. This activity is further extended as the staff ask children to compare the size of animals to promote their understanding of big and small. Staff support them well by listening to what they say and repeating their words back.

Children demonstrate good skills in listening and understanding as they take part in action songs. They sing along and follow the correct actions to songs. Younger children show concern for children who are crying. For example, they take photographs of the child's family from a wall display and give them to the crying child in order to comfort and reassure them. Staff ensure parents are fully involved in their children's learning, both at the nursery and at home. Each play room has a 'wow' board where parents place observations on a tree about their children. This is then used to plan future learning activities. Children also take turns to take a soft toy home for the weekend and, on their return, they share their news with the rest of the group. This helps to make good links between the home and the nursery.

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

A well-established key person system helps children to settle and form secure bonds with their main carer. Staff ensure they collect information on children's individual needs, likes, dislikes and routines when children first start at the setting. This information is then used to help children settle and plan activities for children. Effective procedures are in place to support and share information about children who attend other settings, and this ensures consistency in children's care and learning. Good procedures for transition include effective communication with local schools to help children settle quickly as they move on to the next stage in their education. For example, staff plan visits to local schools and make books with children about starting school. Children are further supported through activities and stories which ensure they are well prepared for the next stage in their learning.

Good use is made of the outdoors, which has a covered area to promote and extend children's learning, even when the weather is not good. Children use a good selection of equipment, such as bikes, scooters and slides, to help develop their physical skills. Babies have their own play area in the garden, and this provides a secure place for them to explore their surroundings.

The nursery provides a secure foundation for all children, including those who may need extra support in order to reach their full potential. As a result, even those children who are starting from a low point soon catch up. Staff help children to make positive relationships with each other, and help to build children's confidence. As a result, children thoroughly enjoy their time at the nursery and asks parents when they can return.

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

Those in charge have a clear overview of the curriculum due to the introduction of a new system to help monitor the educational programme. However, this has only recently been put in place, and there is scope to extend monitoring so that it clearly focuses on how the educational programme reflects the needs, aptitudes and interests of all children. All staff have received training on the revised Early Years Foundation Stage, and regular meetings are held to support staff with their professional development. Regular appraisals, peer observations and supervisions help to identify further training needs to ensure staff have the essential skills to help young children learn. Staff use questionnaires on a regular basis to seek both parents' and children's views to help make improvement. For example, children's suggestion for more outdoor equipment was acted upon and, as a result, there is now a good range of equipment to promote children's health and physical development. Behaviour management workshops were also arranged following requests from parents, and these have helped parents to deal with their children's negative behaviour in a positive manner. An action plan, developed as a result of the setting's self-evaluation, clearly highlights new targets for development which are aimed at further improving the overall quality of the provision.

The arrangements for safeguarding are a strong feature of the nursery. Staff are clear about their responsibilities to safeguard the welfare of the children in their care. Staff relate safeguarding to all aspects of their practice, including child protection, fire safety, security, children's health and safety. Effective risk assessments are completed for all activities. Children learn about being safe as they take part in regular fire drills and help to tidy away toys. The management team follows a robust recruitment procedure. This ensures that the vetting procedure is fully completed for all staff. The procedure includes obtaining Criminal Records Bureau clearances, gaining references, checking original identification documents and thorough staff induction.

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
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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	EY428029
Local authority	Birmingham
Inspection number	886702

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	79
Name of provider	Mishi Nurseries Limited
Date of previous inspection	24/05/2012
Telephone number	01213273815

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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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