

# Little Luvs Childcare

Sure Start Carlisle South, Petteril Bank School, Burnett Road, CARLISLE, CA1 3BX

## Inspection date

04/12/2012

Previous inspection date

29/07/2009

## 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

- Children's personal, social and emotional development is fostered well through consistent and effective sharing of information between parents, other professionals and practitioners, who know the children well.
- Children make good progress in their learning and development because practitioners' knowledge and understanding of the revised Early Years Foundation Stage requirements is thorough.
- Children and families are made to feel very welcome by well-trained, caring practitioners, who are supported fully by the provider and management.

### It is not yet outstanding because

- Not all practitioners skilfully question children to develop their thinking skills. This means that children's understanding of concepts are not always fully explored.
- There is scope to enhance some of the outdoor areas to extend the children's outside learning experiences.

## 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.

## Inspection activities

- The inspector viewed the baby room, toddler room, pre-school room and the two outside play areas.
- The inspector looked at children's records, which included observations, next steps in children's learning and photographs with anecdotes by practitioners and parents.
- The inspector spoke with the parents, the provider, the manager and practitioners, including children's key persons.
- The inspector viewed a variety of documents, including policies, procedures and accident and medication records.

### Inspector

Janice Caryl

## Full Report

### Information about the setting

Little Luvs Childcare was first registered in 2004 and then registered again in 2007 on the Early Years Register. It is situated in purpose built premises in the grounds of Petteril Bank School and is part of Carlisle South Children's Centre serving the local area and community. It is managed by the school governing body and is accessible to all children. It operates from five rooms and there are two fully enclosed areas available for outdoor play.

The nursery employs 21 members of childcare staff. Of these, all hold appropriate early years qualifications and one member of staff holds Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. There are currently 68 children attending, who are within the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities. The nursery is supported by the local authority and is a member of the National Day Nurseries Association.

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

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

- mentor, support and role model questioning of children for practitioners to help them develop their thinking and understanding of concepts
- extend outdoor play and learning experiences for children by further enhancing the pre-school outdoor area. For example, by introducing more sensory areas and equipment, such as wind chimes and wind socks.

### **Inspection judgements**

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

Practitioners have a good knowledge and understanding of the three prime areas and four specific areas of the revised Early Years Foundation Stage. Practitioners collect information from parents about the children on induction and 'All about me' books are created. Observations are completed on children on a daily basis. The information from these observations is used to plan the next steps in children's learning and enhance the environment, so they are engaged and interested in their play. For example, one child in the toddler room has shown an interest in bubbles. The water area has, therefore, been enhanced to include bubbles, whisks, colanders and implements to make more bubbles.

Children's learning is monitored and documented in files, which parents can view and add their own comments. The planning of the children's activities and experiences is clear and available for all practitioners and parents to see. This means that parents can be involved in their children's learning. Outside the pre-school room, for example, there is a planning wall specifically for parents and carers to view. It contains photographs of the children at

play with anecdotes saying what is happening and why and how it informs the planning. Children make good progress in their learning and development and practitioners are aware of where their key children are and whether they need additional support in any areas. The files are well-documented, dated and signed by the practitioner and parents or carers, meaning that children have consistent continuous support from the nursery and their home.

Practitioners work well with the children and support them in their play, ensuring that all areas of learning are covered, specifically in the prime areas of communication and language, personal social and emotional development and in their physical development. Practitioners, however, do not always check the level of children's understanding of concepts or challenge their thinking abilities. For example, children play on the floor with a colour chart. The practitioner asks, 'What colour is it?' They reply and the practitioner praises them but does not extend this by further questioning or linking colours to other objects available. This means that children's awareness and understanding of concepts are not always fully developed.

Children explore their environment confidently and access areas and activities that are interesting and fun. For example, one child in the baby room posts pencils into a large upturned funnel. The practitioner notices this and provides a treasure basket containing objects that can go inside each other. The practitioner talks about the child developing through an 'enveloping schema', showing her understanding of how babies and young children learn through play with natural objects. Children develop their communication and language skills through activities, such as circle time and singing a welcome song at each session. Puppets are used to support children's listening and attention skills and help them say and learn sounds in a fun and imaginative way.

Children experience the outdoors on a daily basis. The pre-school outdoor area is still a 'work in progress' and there is scope to improve the natural and sensory element of this environment by introducing such items as wind chimes and wind socks. Children have opportunities to dig, build, make dens, ride on tractors and cars and play in the water. Consequently, they learn about the natural outdoor environment and have opportunities to develop their physical skills on a larger scale. They experience the frozen ice, asking questions and feeling its cold and solid properties. This helps children begin to understand the world that they live in and develop their vocabulary with words, such as 'solid', 'frozen' and 'floating' being introduced.

Toddlers and babies have direct access to a very large and stimulating outdoor environment where older children can run and hide, use handles to make the water flow and pulleys to lift and carry water and stones. Children experiencing these activities start to understand simple mathematical concepts and language, learn how things work and play safely with enthusiasm as they learn to manage risk. Younger babies can crawl and experience a sensory environment containing water, large pebbles, sand and soil. These experiences support learning in all areas, particularly physical development, understanding of the world and mathematics.

Children in the pre-school room enjoy a baking area where they can mix different ingredients together, such as, flour, sugar and salt while learning that different properties

feel and react differently when handled. Practitioners have enhanced this area to enable children to add liquid ingredients, such as chocolate sauce and a toy oven, so that they can 'make and bake'. Children learn through experimentation about different materials while also developing their imagination.

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

Children are supported well in the nursery by knowledgeable and experienced practitioners, who know their key children well. Personal, social and emotional development is a strength of the nursery as strong attachments are made between adults and children. Transitions between rooms are managed well as children move through to the next room with their key person and spend some time playing in the new environment with a familiar adult. This is a gradual process that is planned and enables children to be fully supported and emotionally ready when they move rooms.

All children have opportunities to have their own secure and safe place to go, so that they can rest when tired, have time to think and reflect or read and play on their own if they choose. Babies can crawl into a cosy area and toddlers have a snuggle room, which contains books and cushions. This means that children can read and look at books in a quiet place undisturbed if they choose, supporting their personal, social and emotional development and improving their literacy skills. The pre-school children have a quiet area that they can access whenever they choose and show their interest in dens and special places to play by making dens outside using blocks of wood and materials. The large outside play area has a den, which is a 'no adult zone' whereby children can play, make friends and have fun without adults being there.

'Billy Bear' is available for children to take home and share experiences with the family. 'Billy Bear' has suitable clothes for doing various activities with the children. Parents and carers can take photographs and write in Billy's book, so that children can share their experiences with the other children and adults in the nursery. Practitioners support parents in doing this if necessary by printing off photographs and writing accounts in the book. This means that children develop their self-confidence and self-awareness when sharing their experiences and learn to understand that children and adults help each other.

Children's good health is promoted as they have a healthy breakfast of cereal and toast and healthy snacks, such as, bananas, apples, breadsticks and cheese. The community cafe provides a hot meal during the day for the children and the manager liaises with the chef on a regular basis to ensure that nutritional needs are met. There is daily communication with regard to allergies and dietary requirements to ensure that individual dietary needs are met. Parents can provide tea if they would like their children to have food before they go home. This arrangement means that all children have the opportunity to receive at least one cooked meal a day that is healthy and nutritious.

Children's independence is fostered as children are encouraged to take off and put on their own coats, go to the toilet themselves and learn to wash their hands. Babies and

younger children also develop in confidence and independence as they are encouraged and supported in feeding themselves and cutting up their own food.

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

Leadership is strong within the nursery and the provider and manager work in close partnership with each other. The provider has a good knowledge and understanding of the revised Early Years Foundation Stage Framework. Both the provider and the manager have a strong drive and commitment to improve the quality of the setting with continuous professional development for practitioners and is a key strength. The manager supports staff on a continual basis, helping them to improve their skills according to their roles. For example, four practitioners are currently doing a 'Team Leader' course. The manager also devised a questionnaire for practitioners to complete, in order to assess their knowledge and understanding of the revised framework. The provider meets the manager on a regular basis and informal supervision takes place. This high level of supervision and continuous professional development means that children benefit from a well-motivated staff team.

Children's progress records and files are monitored on a termly basis and practitioners know that they can go to the manager at anytime for support and advice. Equally, the manager can ask the provider for further support if necessary and the Foundation Stage teacher from the school is also available. Training needs are met through links with an Early Years Professional, who provides in-service training that has been identified. Children, therefore, receive care and learning opportunities from practitioners, who are continually advancing their skills.

All children, including those with special needs and/or disabilities are well supported through effective links and communication from a multi-agency team based at the children's centre. The setting has access to Portage workers, who come and work with some children and practitioners are able to observe their practice. This means that practitioners learn how to help and support children with special needs and/or disabilities needs. The provider understands the responsibilities of the safeguarding and welfare requirements and works with the manager to ensure that the safety of the children is paramount. Policies and procedures are in place and any changes made are discussed with the practitioners and then sent to the management committee to be ratified. The safeguarding policy has recently been reviewed and amended and practitioners are fully aware of the confidentiality policy and mobile phone policy. This means that children and families are helped to keep safe.

The partnership with parents is excellent as parents are included in all aspects of the setting's practice. Parents are invited to contribute to their children's planning and assessment files. Discussions with parents take place on an informal daily basis and at parents' evenings. Practitioners are available to help parents in a number of ways, such as, printing photographs for Billy Bear's adventure book or photocopying documents and pictures to go into the children's 'All about me' books. The strong partnership with parents means that they feel valued and children benefit from the consistency of care provided.

Parents' comments on the service provided include: 'The staff are friendly and amazing. Every member of staff is welcoming; in fact the children are welcoming. Children are encouraged to be independent. It is like a little family'. 'The links between nursery and the school are really strong'. 'Caring staff, the environment is lovely and the garden is fabulous'.

The manager is currently updating the self-evaluation form. Staff and parents are included in this process and staff meetings take place on a monthly basis where any actions for improvement are identified and addressed. This means that practice in the nursery is constantly reviewed and updated and the experiences children have to support their learning and development are of good quality.

### 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>	EY362246
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	821043
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	68
<b>Name of provider</b>	The Governing Body of Petteril Bank School
<b>Date of previous inspection</b>	29/07/2009
<b>Telephone number</b>	01228 546 903

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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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