

Little Potters Childcare Services

Little Potters, Littleworth Road, CANNOCK, Staffordshire, WS12 1JD

Inspection date

Previous inspection date

20/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Partnerships with parents and other agencies are very successful. Staff engage parents effectively in their children's learning and progress, and interagency working ensures that children with special needs and/or disabilities or specific needs are supported well.
- All children form strong bonds and secure attachments with their familiar carers, developing the confidence to explore and investigate in their play.
- Staff are highly motivated, enthusiastic and obviously enjoy being with the children. As a result, the children are confident, motivated to learn and explore and enjoy their time at the nursery.
- Educational programmes implemented are interesting and provide suitable challenge for children, whilst routinely covering all areas of learning.

It is not yet outstanding because

- Processes implemented for self-evaluation are developing well, but do not include a clear improvement plan with defined actions to support ongoing development of the nursery and provision provided.
- Opportunities for younger children to experience the outdoor environment are limited.

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 observed children in both base rooms.
The inspector sampled the nursery documentation, including the range of policies, procedures, relevant documentation and children's learning and development records.
- The inspector observed an adult-guided activity jointly with the manager.
- The inspector took account of a range of written comments provided by parents through the questionnaires.
- The inspector spoke with children, staff and senior management during the course of the inspection.

Inspector

Julie Preston

Full Report

Information about the setting

Little Potters Childcare Services was registered in 2012 on the Early Years Register. The nursery is privately owned and managed. It is situated in a refurbished single-storey building in the Cannock area of Staffordshire. The nursery serves the local and surrounding areas and is accessible to all children. It operates from detached premises having two main base rooms for children and there is a fully enclosed area available for

outdoor play.

The nursery employs five members of child-care staff. Of these, all hold early years qualifications, two hold qualifications at level 6, two at level 3 and one at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am. until 6.30pm. Children are able to attend for a variety of sessions. There are currently 23 children attending within the early years age group. The nursery provides funded early education for two-, three-, and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend current self-evaluation processes to include a clear improvement plan with defined actions that supports ongoing development of the nursery and provision provided
- extend opportunities for younger children to experience the outdoor environment.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They implement educational programmes that are interesting to children, while providing them with suitable challenge across all areas of learning. The observation, assessment and planning methods are systematically completed throughout the nursery. This enables individual children's next steps to be clearly identified and planned for to help children make further progress in their learning and development. They have constant access to a good selection of toys and equipment, which are stored at low level, enabling them to make choices within their own play and learning that develops their personal independence. Staff have a positive impact on the children in their care and, as a consequence, their progress is good relative to their starting points.

Children are very happy, well-settled and confident learners. They enjoy their time at the nursery and interact well with each other and the staff as they play. Children listen attentively to stories and join in enthusiastically when singing favourite nursery rhymes and action songs. They are active learners and eagerly participate in a wide variety of

activities and experiences that engage their interests and build on their abilities. For example, children's interest in mark making is supported by staff providing opportunities for children to make marks for a variety of purposes, such as, writing shopping lists when playing in the home corner area. Children see that writing has a purpose when staff add the child's name to their picture and encourage them to copy this beneath. Babies emerging language is promoted as staff reinforce and extend their growing vocabulary. Older children's communication and language development is good as they speak confidently with the staff, their peers and visitors. They show developing levels of independence as they make choices at meal and snack times and enjoy serving their own meals at lunchtime in the older base room.

The key worker system is well embedded and staff know their key children's characters and learning styles very well, frequently using effective questioning techniques to extend and challenge. Children are well behaved and understand the rules of the nursery. They respond to the natural praise and encouragement from the staff. Parents feel valued and respected as the key worker facilitates engagement of all parents and they are actively involved in their children's learning. They contribute to the initial assessment of children's starting points on entry and their key person constantly informs them of their children's progress. Parents are encouraged to add comments into children's diaries and staff encourage parents to share 'wow' moments with them that children have achieved while at home. Planning is also displayed for parents to see what the children are taking part in during the day.

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

All children, including babies, enjoy warm and caring relationship with staff in the setting, especially their key worker. A welcoming environment is created throughout the nursery that provides rooms which are well resourced to support children's all round development. Children form secure attachments with their key worker who knows them and their families well. Babies seek out this key person for a special cuddle and reassurance as they play, which demonstrates close emotional attachment and shows that they feel safe and secure. The provision of children's safety and welfare is given high priority. Staff undertake rigorous risk assessments to identify and monitor hazards. They support children in becoming aware of risks. For example, staff develop children's understanding of road safety when using the roadway in the outdoor area with the road signs and when participating in fire drills. Children are encouraged to adopt a healthy lifestyle. For example, they are provided with a well resourced outdoor area for physical activity, which offers free-flow opportunities for older children during the warmer weather and regular opportunities at other times. These older children enjoy wearing their coats and wellington boots and using the umbrellas as they splash around in puddles. However, opportunities for babies and toddlers to use this outdoor area and have opportunities to be in the outdoor environment are limited. This compromises their experience of outdoor physical activity and access to fresh air.

Children enjoy opportunities to develop social skills, for example, during snacks and

mealtimes. They sit together enjoying meals that are freshly prepared by the cooks which promote healthy eating and ensure that individual dietary needs are met. Their personal independence is encouraged through routine activities undertaken. For example, children are encouraged in all rooms to wash their own hands and within the older age group children collect their own plates, cups and cutlery at meal times and are seen to serve their own meals and pour their own drinks. Children display good manners and staff use constant praise and encouragement which helps to promote children's self-esteem. Children's behaviour is good, with appropriate systems identified to manage any behavioural issues. Staff also effectively support individual children with identified special needs and/or disabilities within the nursery, working closely with other agencies to ensure appropriate support systems are in place. For children who attend other provisions or who are moving on to other school, staff support their transitions well, sharing records and developing links with these settings to ensure children experience a smooth transition between provisions.

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

Staff and management have a clear understanding and awareness about meeting the learning and development requirements, while ensuring the safeguarding and welfare requirements are addressed. Staff are vigilant in their supervision of the children and ensure security of the premises is a high priority. They have a good knowledge of child protection issues and to whom they should report any concerns. All aspects of the environment, both indoors and outdoors, are subject to thorough, regular risk assessments. This ensures children are cared for in a safe environment. Detailed recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. A wide range of policies and procedures underpin the efficient running of the nursery.

The management team strives to build a reflective team of staff who have a shared aim of ensuring children are well cared for and happy in the nursery. The staff work closely together to discuss the future development of the nursery, review care practices, and to share good practice with each other. They have worked hard to develop an understanding and become knowledgeable about the revised Early Years Foundation Stage. This enables them to successfully observe and assess their key children and plan for their next steps. However, although self-evaluation processes are being developed, there is no clear plan or identified actions. This means further development of the setting and what it provides for children is compromised. Appraisals and supervision systems are in place to give the staff team the opportunity to reflect upon their professional practice and discuss concerns as they arise. The manager ensures all staff maintain ongoing professional development by having regular access to training.

A strong commitment to partnership working with parents, other settings and external agencies is evident and well established, and contributes to meeting children's needs. The

nursery works closely with local schools, the local authority early years childcare adviser/area inclusion team, speech therapist, health visitors and sensory consultant. These partnerships are successful in identifying and planning for children's individual needs. Parents are fully involved with their children's learning and observation. Assessment and planning is developing successfully throughout the whole nursery. Staff are experienced and provide individualised support to families and children with special educational needs and/or disabilities.

What inspection judgements mean

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	EY448885
Local authority	Staffordshire
Inspection number	801236
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	23
Name of provider	Claire Elizabeth Brindley
Date of previous inspection	Not applicable
Telephone number	01543428484

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

