

Little People (Stanningley) Ltd

The Beeches, 66 Bradford Road, Stanningley, Leeds, West Yorkshire, LS28 6DX

Inspection date

17/10/2012

Previous inspection date

06/10/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Practitioners are not vigilant enough to ensure that children are kept safe. This is because the garden is not secure and is occasionally used as a thoroughfare, while children play outdoors. Those using it are not challenged by practitioners. Also staff are unaware whether the plants in the sensory garden are safe for children.
- The key person system is not well embedded which has resulted in some children failing to form secure attachments to those caring for them. Parents are not consistently involved in sharing information about children's learning and development to enable continuity in care.
- The Early Years Foundation Stage is not effectively implemented for some children in the setting. Some practitioners have a poor understanding of the prime areas of learning and do not to fully incorporate these in children's learning, limiting their progress in these areas.

It has the following strengths

- Children in the preschool room are very well supported by practitioners, therefore they effectively learn through play, exploration and active learning.
- Children's health and self-care is continually being promoted by practitioners, therefore, they have a good understanding of health and self-care.

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 indoors and outdoors.
- The inspector discussed the leadership and management with the management team.
- The inspector looked at policy and procedures.
- The inspector spoke to carers and took into account their views.
- The inspector looked at the arrangements for assessment and observations.
- The inspector carried out a joint observation with the area manager.

Inspector

Thecla Grant

Full Report

Information about the setting

Little People was registered in 1989 on the Early Years Register. It is situated in a converted Edwardian house in the Stanningley area of Leeds and is part of a nursery chain managed by Little People Limited. The nursery serves the local area and wider community. It operates from three rooms on the ground floor and three rooms on the first floor. Ramps provide wheelchair access to the ground floor but there is no lift facility to the first floor. There is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. five members of staff are unqualified. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are within this age group. The nursery provides funded three and four-year-old early education. The nursery also supports a number of children with special educational needs.

What the setting needs to do to improve further

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

- take all necessary steps to keep children safe by: making sure the garden area is secure and that intruders and any visitors to the setting are challenged and their identity checked by staff. Ensure all plants in the sensory garden are not hazardous to children
- develop the key person systems so consistency can be given to children to form secure attachments to those caring for them and to enable sharing of information to support parents' involvement in children's learning and development
- improve staff understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements to enable them to deliver the prime and specific areas of learning to all children.

Inspection judgements

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

Observations and assessment paperwork refer to the prime and specific areas of learning, but not all practitioners have a sound knowledge and understanding of these areas to offer a quality learning experience for all the children. Staff working with children from 13 months to two years of age do not have a sufficient understanding of how children learn. They do not focus on the prime areas of learning for younger children and, consequently, activities do not provide age appropriate challenges or support them effectively to progress.

Children in preschool and the baby room, however, enjoy a suitable range of activities that offer an appropriate challenge for them to remain motivated to learn and find things out for themselves. Outdoor play is well balanced. For example, children enjoy playing on the swings and happily sing nursery rhymes as they swing to and fro. They also enjoy

splashing in the puddles and learn new words, such as, 'big splash.' Children's physical development is promoted well through the resources provided. For example, children enjoy playing with the ball, bikes and climbing frame. As a result, children in the preschool room learn to climb confidently, skilfully negotiate space and learn how to play ball games. Practitioners skilfully question the children to make them think, promote their listening skills and extend their understanding. For example, the children involved in the pumpkin making activity in the preschool room are encouraged to participate in setting up the activity. They are asked to predict what colour yellow and red will make and accurately guess saying, 'orange.' As the children become involved in painting and decorating their pumpkins they become engrossed in conversation about the shapes they will use for the nose. This shows that children in the preschool room have their own ideas and communicate them well as they connect their ideas with what they are doing. Children in the under two's garden enjoy playing and exploring their surroundings, for example, they explore the leaves and show curiosity in the change of texture from dry to wet. They are taken to the sensory garden to continue their explorations and are also supported as they access the slide and learn to climb the steps. This means children are motivated to learn and keep on trying when challenges occur. However the sensory garden is overgrown and some hazards are present.

Systems are in place for parents to become involved in their children's learning. For example, there is a new monitoring tool in place, called the 'base line' assessments. This includes information shared by the parents about their children to form part of their assessments. However, not all practitioners are aware of this. Therefore, some children's assessments do not include what they learn at home. This means parents are not fully supported to extend their children's learning at home.

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

The provision is warm and welcoming with a good variety of resources to support the children. As a result, children independently choose the toys and equipment they prefer to play with and happily focus at their chosen activity for periods of time. The arrangements in place to promote the key person system is good in some respects but ineffective in others. For example, practitioners visit their key children at home before they start to attend the nursery. This is so the children can get to know who will be caring for them, which builds their self-confidence. However, there are no arrangements in place to support these transitions for children who need to start the nursery, while their key person is away. Therefore, children have started the provision without their key person being present and have not settled.

All children are provided with clear guidance on what is acceptable behaviour and know the routine of the provision from an early age. In the baby room children's individual routines are met. For example, they know that when they are given their comfort item then it is time for a nap and once they are put into the prams available for them to sleep, they fall asleep quickly, showing their needs are met. Children in the under two's room, know that after circle time they sit at the table for lunch and sit very well as they wait. Children in the preschool room know they must help to set the table for afternoon snacks.

During this time the children are encouraged to discuss the reasons why they must clean the table. They discuss the importance of washing their hands and help to prepare the snacks. This means children are developing their awareness of healthy practices. They also learn how to safely use the tools provided to cut the fruit.

Practitioners teach children about safety very well, for example, children know that they must wear a helmet before they ride their bikes in the garden. However, practitioners do not effectively extend this vigilance. The garden is not secure and can be accessed by anyone without challenge from staff. For example, while children play outdoors, the new post person walks through the garden area without being supervised by staff. This means that children are not safe as the garden area is not secure.

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

The manager of the setting is newly in place. She has a sound understanding of her role and uses the paperwork designed by the company to implement the appraisal arrangements to monitor practitioners' professional development. Through this the manager has identified the training needs of practitioners, especially in the prime and specific areas of learning and the two-year old progress check review. However, training attended has not yet been disseminated to enable all practitioners to implement revised aspects of the Statutory Framework for the Early Years Foundation Stage into the care and learning of the children. This means children's progress is limited in the prime areas of learning for children aged 13 months to two years.

The system in place for recruitment is strong, and as a result, all new staff are vetted and receive training in safeguarding, health and safety and manual handling. The manager appropriately understands the safeguarding and welfare requirements.

Practitioners have a clear understanding of the signs and symptoms of abuse. However, young children can access the ivy growing in the garden, as well as, other plants and fallen vegetation that have not been risk assessed to see if they are poisonous. As a result, systems in place to monitor risks to children are not effectively implemented. Further to this the garden is not secure and access is not monitored by staff to ensure children's safety. As a result, intruders can enter the garden while children play. The arrangements in place to monitor the effectiveness of the key working system and to recognise who the key person is for each child are not well-established. As a result, not all children in the baby room have formed bonds with their key person. The manager and area manager have evaluated the setting through a self-evaluation form. An action plan is in place that includes the staff team and parents. As a result of the evaluation, improvements have been made. For example, a recycling project is up and running and systems are in place to encourage parents to become more involved in the nursery.

The leader is developing partnerships with the local authority and the local children's centre to keep abreast of any changes in childcare and education. Partnership with parents is fostered through a parent committee and newsletters to keep parents informed

of what is happening in the provision. This means partnerships are developing well, to support children in the setting.

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	319352
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Local authority	Leeds
Inspection number	819111
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	65
Name of provider	Little People Private Day Nursery Ltd
Date of previous inspection	06/10/2008
Telephone number	0113 2563951

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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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