

# Little Achievers Nursery in the Park

Park Childrens Centre, Barnes Road, SKELMERSDALE, Lancashire, WN8 8HN

<b>Inspection date</b>	11/12/2012
Previous inspection date	18/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children form warm relationships and show they feel safe and secure because staff give priority to their safety and welcome them by name.
- Sound assessment systems ensure all children make sufficient progress across the areas of learning.
- Partnership with parents and external agencies leads to children receiving early and effective interventions when necessary, particularly those who need extra support in developing physical skills.

### It is not yet good because

- Children's welfare is slightly vulnerable as required records regarding staff identity checks and vetting processes are not continually kept on the nursery premises and so not always easily accessible.
- Children cannot make the best of all opportunities provided as the quality of teaching is variable and not all activities are well-organised.
- Systems for the performance management and professional development procedures for staff do not effectively target areas of weakness to ensure a consistently high quality of teaching in the nursery.

## 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 compulsory part 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 following rooms; Sunbeam, Bluebell, Owl, the outdoor play area, and the indoor shared play area.
- The inspector held meetings with the manager.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation procedures and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Mary Wignall

## Full Report

### Information about the setting

Little Achievers Nursery in the Park was registered in 2011. It is one of five nurseries run by a Rosy Apple Childcare Ltd and operates from Park Children's Centre in Skelmersdale, Lancashire. Children have access to four play areas, a sensory room and a secure outdoor play area. The nursery serves children from the local area. It is open each weekday from

7.30am to 6pm, for 51 weeks, with the exception of bank holidays and the Christmas period. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 75 children on roll, all within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 12 members of staff including the manager, all of whom hold appropriate early years qualifications at level 3. The manager holds a relevant level 5 qualification in management and integrated services, the deputy manager holds a relevant level 5 qualification in early years leadership. A cook, an administrator and a music teacher are also employed. The nursery staff also receive support from a member of staff with Early Years Professional status. The nursery receives support from the local authority.

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

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

- develop effective systems to ensure that records about staff vetting procedures, including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it, are easily accessible to enable effective monitoring of staff deployment and demonstrate staff suitability to work with children
- improve the delivery of the educational programmes through using purposeful, planned play activities that are well-organised, effectively guided and supported by adults. For example, by describing what is happening and encouraging children to talk about their own processes and successes
- develop further the use effective supervision and appraisal to provides support, coaching and training for staff to ensure consistent quality of teaching that successfully promotes children's learning and progress.

### **Inspection judgements**

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

Staff plan an interesting range of activities so that children have opportunities for suitable range of activities covering all areas of learning. Toys are available for children to self-select due to the effective use of space and storage systems Children move freely in the nursery. Consequently, they are active and confident, making choices and decisions in

what and how they want to play. Staff gather information about children on entry. This helps them get to know children as they enter the setting. It helps staff identify children who would benefit from external help, such as, from physiotherapists. Staff work with parents and external agencies to follow personalised programmes or use specialist equipment to help children benefit from the learning opportunities in the nursery.

Staff have an adequate understanding of how to support children's learning and sufficiently engage with them to support their choices. They extend children's fun in building towers with large soft bricks as they play outside. They develop children's understanding of mathematical concepts as they remark how high or tall it is. They use playful language as they anticipate its falling over much to children's delight. Staff extend children's understanding of the world as they find small pieces of ice. They talk to children about how it feels and how it looks like glass. Older children are keen to use the computer as they play games sorting and counting objects. Staff use a range of vocabulary as they ask children questions about the base, middle and top of the cakes they are building, successfully supporting children's language development. However, not all activities are well-planned with clear learning objectives, and teaching techniques are variable. For example, as children make pictures of snowmen staff do not consistently challenge children to think by asking open questions. They do not talk about the learning processes or children's previous learning. Consequently, children are not consistently motivated to practice and develop their skills. Children learn to share as staff support them to wait for their turn to use the glue or the glitter. Children enjoy the activity, although they are not sure at times how to hold or shape the cotton wool. Staff offer some instructions, although not all children can see their demonstration to pull and tear the wool into shape. Consequently, not all children benefit fully from the learning opportunity.

Staff working with babies and young children recognise their early voices. They join in as children say 'all gone' as they finish playing with oats. Staff share children's fun as they concentrate picking the oats up with their fingers and putting them in cupboards and pots. Children feel valued and continue to explore the surrounding with confidence. Staff sing rhymes to children as they wait for their meals to help settle them and develop their communication skills. Staff develop fun activities that suitably develop children's listening skills. For example, following story time children notice a toy stuck in a small tube. A game develops with children trying to guess different items inside the tube from the noise it makes when shaken.

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

Children form warm relationships with staff in the nursery. The key person system is well-established, although recent staff changes mean that some staff are still getting to know children. Staff plans to learn key words in children's home languages to help them feel more settled are yet to be implemented. Staff exchange daily information with parents about children's care to help provide consistency for children. Children show a developing understanding of their personal care needs. They begin rolling up their sleeves to wash their hands after playing with glue and glitter. Children are eager to practice their self-care skills as staff ensure they are not rushed and have time to practice getting dressed. This helps them develop independence and prepares them for their transition to school.

Young children enjoy looking at photographs of themselves and their families. This helps them feel they belong. Consequently, children are confident to explore and play actively. Children are developing a sound understanding of safety. Staff talk to children about being careful, although at times give mixed messages as they stand on chairs to reach things. Children eat freshly prepared nutritious meals. Young children are supported at lunch times, although not all children can easily see staff to seek help or reassurance. Staff notice as children become upset and offer cuddles and attention encouraging children to enjoy their mealtime. Young children and babies go to staff for cuddles or rest when tired after lunch demonstrating warm and positive relationships.

Children behave well. Staff help young children share toys and ensure all have opportunities to play with the resources provided. This helps children feel included. Staff offer praise for children's efforts. They use displays to stimulate conversations with children about each other's feelings. Children play cooperatively as they play outdoors. They are keen to play outside demonstrating a healthy attitude to exercise and physical activities. Children play imaginatively as they bounce on hoppers calling out 'bouncy, bouncy' enjoying the movement and the fresh air.

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

The nursery has a sound commitment to safeguarding children. Safeguarding procedures reflect current requirements and good practice guidance. All staff, including new staff, have time to read the new policies enabling them to implement them appropriately. Induction procedures help staff understand their roles and responsibilities. Recruitment procedures ensure the suitability of staff to work with children. Appropriate records are kept about staff qualifications. However, records about staff, including those relating to criminal records checks, are kept at the nursery company's head office and therefore not always easily accessible. This does not impact greatly on children as staff have been checked, however the information is required to be readily available at the setting.

Managers meet with staff to help monitor the quality of the educational programme. Plans for further improvements are currently linked to the nursery's work to achieve the local authority 'Step into Quality' award. Monitoring systems are sound and have secured some improvements in the implementation of risk assessments and the assessment of children's learning. Systems for the supervision of staff and the monitoring of staff training needs are in place, although have not been fully implemented and are yet to impact consistently on staff performance.

Managers have a sound understanding of the benefits of working with parents and any other providers children may also attend. Staff share observations on children's learning regularly and encourage parents to comment. Parents are encouraged to share information about their child's learning at home for staff to get a more complete understanding of children's learning experiences. Partnership with agencies to support children's learning and development are well-established. Managers and staff work with

local authority and health services to ensure children receive any additional help they may need to support their development.

### The Childcare Register

The requirements for the compulsory 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>	EY432679
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	893287
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Rosy Apple Childcare Ltd
<b>Date of previous inspection</b>	18/01/2012
<b>Telephone number</b>	01695 557320

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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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