

Looby Lou's Too

1586/1585 Bristol Road South, Longbridge, Birmingham, West Midlands, B45 9UA

Inspection date

20/12/2012

Previous inspection date

14/05/2012

The quality and standards of the early years provision

This inspection:

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 are happy and settle well as the staff team work together effectively to create a bright, welcoming environment.
- Children receive support to develop good personal hygiene and the learning environment is clean and tidy.
- Children's health, safety and welfare are well promoted as policies and procedures are effectively implemented.
- Children behave well as staff are positive role models and provide the children with clear boundaries.

It is not yet good because

- Staff do not consistently use children's next learning steps to inform the planning of activities. As a result, activities do not always meet the needs of individual children.
- Children are not always fully supported in their learning as evaluation procedures are not fully embedded to consistently monitor staff's delivery of the education programme.
- Children do not always have enough opportunity to participate in physical play. This impacts on their physical development and well-being.
- Display boards are covered with work completed by adults, and children have limited opportunity to display their own creations, which hinders their creativity.

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 reviewed all policies and procedures.
- The inspector observed children in the main playroom.
- The inspector reviewed developmental records of the children
- The inspector carried out a joint observation with the manager.
- The inspector interviewed the manager at appropriate times throughout the inspection.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Looby Lou's Too was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the Longbridge area of Birmingham. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round.

Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 21 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- provide challenging and enjoyable experiences for children in all areas of learning and development by taking into account their interests and next steps.

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

- ensure children have opportunities to find their own ways to represent and develop their own ideas
- develop existing systems to better monitor the educational programme to ensure that staff are meeting the needs of all children
- open up opportunities for the children to have regular access to physical play to further support their physical development.

Inspection judgements

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

Although staff have a satisfactory understanding of the Early Years Foundation Stage, there are inconsistencies in their knowledge of the importance of the prime and specific areas of learning. As a result, although planning systems are in place, they are yet to clearly identify individual children and their next steps in learning. This means that children's development needs are not always fully supported within planned activities and events. Each key person liaises with parents to depict children's starting points. However, these starting points are not used effectively within planning to ensure full focus on children's needs. Staff do observe and assess the children, but these assessments are not used effectively to ensure gaps in children's learning are clearly identified.

The learning environment is full of resources that children independently access. This ensures they can make choices in their own learning. Children are encouraged to become independent. For example, staff encourage them to put on painting aprons independently and tidy away their toys when they have finished playing. These developing independence

skills help to prepare the children for school readiness. Children's literacy skills are supported across the nursery. For example, the staff promote language development through the use of 'chatter bags'. These bags go home to the parents and are full of ideas to support language development for all the children. In addition, this encourages parents to extend their child's learning at home. The staff suitably support children's listening skills as they encourage them to listen to a passing police siren. This encourages the toddlers to explore and imitate sounds, which supports their language development. Staff use the environment to support children's mathematical development as they count the cups on the snack table and numbers are displayed throughout the nursery. This encourages children's understanding of number. Children have less opportunity to display their own creations within the setting as display boards are full of adult-designed artwork. This restricts opportunities for children to show off and be proud of their designs.

Children's physical development is not always fully supported. Although there is an enclosed garden, when the weather is inclement the children do not access equipment that encourages them the crawl or balance. This impacts on the development of their coordination and large muscle skills. Children who have English as an additional language are supported well in the nursery. The staff have developed cue cards that have key words and pictures to support their language development. In addition, they have provided a visual timetable so the children understand the routine of the day and can participate fully. This helps to support their independence skills.

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

Children are very well behaved as staff affirm and praise positive behaviour. Children have opportunities to identify and discuss boundaries, so they understand why the boundaries are there and what they are intended to achieve. This helps to support them in managing their feelings and behaviour. Children's emotional needs are well supported as an effective key person system is in place. Staff tune in sensitively to children and provide warm and consistent care. This ensures children's emotional needs are supported well. Children are developing awareness of their own needs through the support of their key person. For example, the younger children are asked if they are tired, and then access their own sleeping bags. Their key person ensures the sleep area is cosy and comforting as twinkle lights are turned on to soothe the children to sleep. This helps them to feel safe and secure.

Children are supported well in developing awareness of their health and self-care. For example, drinking water is provided for all of the children to access independently throughout the day and a healthy, balanced diet is provided. Children have a good understanding of hygiene as they wash their hands independently before lunch time and wipe their faces using their own face cloth. However, children do not always have enough opportunity to be physically active and enjoy fresh air. In the summer months children walk to the local park but in the winter they have less frequent opportunities to engage in physical activity. This hinders the progress they make in their physical control and coordination and impacts on their health and well-being.

Children move between rooms confidently as the nursery ensures children are slowly

introduced to their new rooms and are given as much time as necessary to settle in during their transitions. This helps them feel safe and secure. Staff help develop children's awareness of safe practices. For example, they regularly take part in fire evacuation drills. This develops their understanding of procedures to follow in the event of a fire.

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

Children are safeguarded well. There are appropriate policies and procedures in place to ensure the safeguarding and welfare of children. The designated person for safeguarding is the manager, who has a suitable understanding of the systems to follow should she have any concerns. Appropriate recruitment and vetting procedures ensure that all adults working with children are suitable to do so. A suitable risk assessment is conducted of all the areas used by children and reasonable steps are taken to ensure hazards to children, both indoors and when on outings, are kept to a minimum. This ensures children are kept safe at all times.

The nursery provider fully understands their responsibilities in meeting the learning and development requirements. However, while routine performance management does help the setting self-evaluate and draw out many of the most needed areas for improvement, some areas are not clearly identified. For example, internal audits have not recognised all of the gaps in the staff's knowledge relating to the new Early Years Foundation Stage. This impacts on the learning and development of the children. Regular newsletters ensure parents know about any forthcoming events or changes to the policies. This helps the nursery to work in partnership with parents and promotes consistency for children.

The managers understand the importance of working with external agencies. They work closely with the local education authority, in particular their special needs coordinator. This enables the nursery to draw on expertise and provide support for the children so progress is made in their development. The professional development of staff is encouraged and some staff have, or are presently extending, their core qualifications. This ensures the nursery is striving for continual improvement, aimed at improving the quality of care and education children receive.

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
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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	EY427661
Local authority	Birmingham
Inspection number	875880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42

Number of children on roll	21
Name of provider	Jacqueline Mary Cupples
Date of previous inspection	14/05/2012
Telephone number	01214750673

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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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