

# Little People Day Nursery and Pre-School

117 Liverpool Road, Patricroft, Eccles, Manchester, M30 0ND

<b>Inspection date</b>	28/01/2013
Previous inspection date	26/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make good progress in their learning and development because the staff carefully plan activities that build on what children already know and can do.
- Children enjoy a wide range of interesting and challenging activities that are available to them both indoors and outdoors.
- Particularly good emphasis is placed on ensuring that children who learn English as an additional language are supported in developing their communication and language skills.
- An effective key person system is implemented successfully to support children in feeling safe and secure when they attend the nursery.
- The staff team regularly review and reflect on their practice to continually find ways to improve the service they provide to children.

### It is not yet outstanding because

- Children have fewer opportunities to develop their awareness and understanding of shape, space and measures.
- Children's play is occasionally interrupted by some daily routines that distract them from their self-chosen tasks.

## 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 activities in the both play rooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision in the Foundation Stage Unit.
- The inspector held meetings with the manager of the provision, the registered provider and spoke with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Heather Morgan

## Full Report

### Information about the setting

Little People Day Nursery and Pre-School was registered in 1996 and is on the Early Years Register. It is privately owned and is situated in a converted clothing warehouse on the

outskirts of Eccles in Greater Manchester. The nursery serves the local area and is accessible to all children. Children are cared for in two separate units and there is a fully enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including one with a level 4 qualification and two who have completed Foundation Degrees. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 74 children attending, all of whom are in the early years age group. 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 children with special 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:**

- consider the organisation of some daily routines to ensure there is plenty of time and space for children to fully concentrate on and sustain their involvement in activities
- provide more regular opportunities for children to learn about shape, space and measures so that they begin to use their developing awareness to talk about size, weight, capacity, position, distance, time and money.

### **Inspection judgements**

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

Children make good progress because staff have a clear understanding of how children learn and develop. They provide interesting and challenging activities that are clearly linked to children's current interests and abilities. This is achieved through regular observation of the children as they play, and close communication with their parents and carers. Staff use this information to devise activities that build on what children already know and can do. Children's progress is carefully assessed and recorded so that all staff working with the children are able to provide appropriate challenges as they interact with children's play. This information is reviewed regularly to ensure that all children are making good progress, based on their starting points in each area of their learning. For example, children with additional needs are set small, achievable targets. Particularly good attention is paid to supporting children who learn English as an additional language. Staff attend focused training and use detailed tracking procedures to monitor children's progress in understanding and speaking English. This ensures that special attention is paid

to promoting language skills throughout all activities and is successfully narrowing the gap between children speaking other languages and their peers. Staff value the extra support they receive from professionals, such as speech and language therapists, who provide additional expertise.

Monitoring of children's progress has also successfully identified the need for staff to incorporate more opportunities for children to develop their mathematical awareness. Staff respond effectively to address areas they identify for improvement. For example, they now incorporate many opportunities during daily routines for children to practice counting and number recognition. However, they have fewer opportunities to develop their awareness of shape, space and measures so that they begin to use their developing awareness to talk about size, weight, capacity, position, distance, time and money.

There is a good focus on promoting children's development in the prime areas of personal, social and emotional development, communication and language and physical development, particularly for the younger children. Staff have attended training to support them in carrying out effective checks on children when they are two-years-old, to ensure that, when necessary, children receive prompt additional support.

The key person system ensures that each child is tracked carefully and that regular communication with parents and carers provides valuable information about children's learning at home. Parents provide detailed information about their child's interests and abilities before they start at the nursery. They also share 'wow' moments and 'special events' to keep staff up-to-date with their achievements and family activities. This helps staff develop targeted activities that help children build on prior achievements.

Children have good opportunities to initiate their own play, as well as participate in planned adult activities. Children particularly enjoy listening to stories and looking at books. They also enjoy exploring the outdoor environment, making models with malleable and construction resources, looking at books and engaging in a wide range of imaginative play. Staff are skilled at including all children in these activities, such as recognising that boys are currently interested in role play involving superheroes. However, occasionally the daily routines interrupt children's involvement and concentration on a particular play activity. For example, sometimes free play sessions are tidied away so that children can participate in a group activity.

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

The nursery provides a welcoming environment for children and their parents and carers. Good attention is paid to settling children in and helping them feel secure and happy. Children are cared for in two separate units that are resourced appropriately for different stages of development. The outdoor area has been carefully designed to provide interesting and challenging activities for the children, who regularly play outside in the fresh air.

A well-established key person system is effective in providing children with a secure base from which to explore the nursery environment. This is particularly effective in supporting

the younger children when they first separate from their parents and carers. They quickly settle at the nursery and become independent, safe in the knowledge that a familiar adult is there to support and reassure them when necessary. Staff are good role models for the children and help them to learn about sharing, taking turns and being kind to others. They are enthusiastic about children's achievements and regularly offer praise and encouragement. This effectively promotes children's confidence and self-esteem.

Children quickly become familiar with the daily routines of the nursery. They learn the importance of regular hygiene procedures and are conscientious about washing their hands and brushing their teeth. Staff are always on hand to support the children as they develop independence in their personal care. Children are encouraged to become independent and inquisitive learners. As younger children become more mobile and relish the challenge of climbing and exploring, staff keep a vigilant watch over them so that they begin to learn how to manage risks for themselves, within a safe environment.

Children have good opportunities to learn about each other's cultures, beliefs and celebrations. A wide range of festivals are celebrated within the nursery. Parents make valuable contributions to support this, by providing celebratory foods or talking to children about their traditions. Consequently, children gain a broad understanding of difference and diversity. Good communication between the nursery, other professionals and local schools enables staff to share information, promote continuity in children's care and support their transition between the different units in the nursery and when they move on to school.

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

The strong management team provide good leadership for the rest of the staff. They regularly monitor the educational provision and provide clear feedback to the staff. For example, they recently identified a need to introduce more mathematics into their educational programme. There is a good emphasis placed on keeping children safe and secure. Parents are very clear about the importance of protecting entry to and exit from the nursery as they use a biometric keypad. All members of staff take responsibility for regularly checking areas of the nursery in order to assess risks and reduce hazards to the children. Members of the management team have attended training that has enabled them to review and update their recruitment policies. These are robust and include a range of measures to ensure that adults working with the children are suitable to do so. Clear policies are in place to underpin the ways in which staff work together to keep children safe. Members of staff have a good understanding of the procedures to follow in the event of any safeguarding concerns.

All members of staff attend regular appraisal meetings to reflect on their practice and consider their training needs. Senior members of staff also regularly undertake observations of staff as they work. This enables them to provide staff with detailed feedback to help them continually improve their practice. The whole team engage in a range of different ways to reflect upon and evaluate their practice. For example, they

participate in local initiatives to promote a clean, healthy environment, and they use recognised tools, such as the 'ICAN' accreditation scheme to review and improve their procedures for supporting children's communication skills. Staff are enthusiastic about accessing training and share the management team's commitment to driving improvement. Clear targets for improvement are implemented successfully, such as a recent focus on improving communication and partnership working with parents. The staff also work successfully with other professionals to enhance the service they provide to children and their families.

## 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>	307466
<b>Local authority</b>	Salford
<b>Inspection number</b>	818809
<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>	82
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Little People Day Nursery (Eccles) Limited
<b>Date of previous inspection</b>	26/10/2011
<b>Telephone number</b>	0161 789 7020

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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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