

# Little Scholars (Sunnyhill)

12 Wellesley Avenue, Littleover, Sunnyhill, DERBY, Derbyshire, DE23 1GQ

## Inspection date

07/02/2013

Previous inspection date

23/03/2012

## The quality and standards of the early years provision

**This inspection:**

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 are enthusiastic, confident and eager to learn. They show high levels of curiosity and creativity, willingly engaging in all activities.
- Staff have a robust knowledge and understanding of the Early Years Foundation Stage. All staff have a good awareness of how young children learn and are skilled in promoting learning through play.
- The setting is warm and welcoming, safe and secure. Children enjoy a stimulating environment where hazards have been effectively minimised.
- Ongoing training, supervision and support enables all staff to continually develop their teaching abilities. Consequently, children benefit from an increasingly skilled workforce.

### It is not yet outstanding because

- The setting does not invite people from the local community to visit and talk about aspects of their backgrounds, lives and work, to increase children's understanding of the diversity in their community.

## 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 main playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day and looked at information included in written documents.

## Inspector

Jennie Dalkins

## Full Report

### Information about the setting

Little Scholars (Sunnyhill) nursery was registered in 1998 and is on the Early Years Register. It is situated in a two storey building in the Sunnyhill area of Derby, and is managed by a private provider. 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 staff hold appropriate early years qualifications at level 3, while the manager is qualified to level 6 and holds Early Years Professional Status. She is also a Fellow of Education. The setting is also supported by its own training manager who is qualified to level 5.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 36 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 also supports children who speak English as an additional language and 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:**

- enhance children's understanding of the world by, for example, inviting people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work.

### **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 Statutory Framework for the Early Years Foundation Stage and how children learn. Consequently, children are fully engaged in all activities and eager to learn and take part. Circle time is a lively part of the daily routine, where children enjoy the opportunity to chat to staff, sing songs and share stories. They speak out confidently, eager to show what they know. This helps them develop key skills for future learning, such as concentration and turn taking. They enjoy discussing the weather, the days of the week and the months of the year. They are active learners, helping staff to make play dough from scratch. Mathematical skills are developed as they measure out ingredients, while physical skills are also developed as they work hard to stir the mixture together. The colour of the dough is decided by the children, who pick the food colouring and mix this in. Similarly, children are consulted about the resources used for other activities. Red colouring and glitter are added to make the water activities inviting and children enjoy swishing this about and seeing the glitter stick to their hands. They also enjoy other sensory experiences as they use flour to make marks in with their fingers, practising their early writing skills as staff encourage them to trace the initial letters in their names. They love the feel of the flour as they sieve it, letting it rain down on their hands.

The excellent outside area is also a source of numerous experiences and play opportunities. Children develop a range of skills as they pedal tricycles, climb through tyres and use the climbing frame. They enjoy the digging area, looking for bugs and matching them to the pictures displayed on the walls. They have fun pretending to be painters as they use large brushes to paint the fence with water. Books are also enjoyed outside, with staff sitting on cushions with young children and babies, reading with expression. Staff work well together to provide a safe and engaging setting where children are confident to explore and acquire skills for future learning. In the pre-school area, outside and inside areas are supervised allowing children to roam between the two. Staff are also well-deployed in the baby and toddler unit as sleep time and quiet play are carried out simultaneously. One member of staff plays alongside children in the creative area, encouraging them to thread the wooden fruits onto a piece of string, naming them as they go on. Meanwhile, other staff help children to find their own sleeping mats and assist them in going off to sleep by rubbing their backs gently while soothing music is played. This ensures all children's needs for rest and relaxation are met. Personal needs are also individually met, with nappy changes and drinks provided on an individual basis.

Secure planning and monitoring ensures all of the seven areas of learning are successfully included in the activities on offer and most aspects within the educational programmes are covered. However, the nursery provides few opportunities for children to learn from or interact with others in the local community to extend their understanding of the world. Official visitors to the nursery, who can share aspects of their cultural background or work, do not come to the nursery to talk to children. This prevents children from learning about others in an interactive way and developing a positive impression of those in their local community.

The key person ensures that all activities are tailored to meet the individual next steps for their key children and their progress is regularly recorded and reviewed. This ensures all children are making good progress and that any concerns are promptly followed up. Children's starting points on entry to the nursery include parents' views about what their children can do, and as a result, staff have a secure baseline in place from which to measure children's progress. Those with English as an additional language receive additional support in their communication skills and are also making strides towards attaining their individual goals. Staff work in partnerships with parents and other professionals to identify realistic yet challenging targets. Parents are invited to attend reviews and are encouraged to contribute to staff's understanding of how their child is progressing. Parents are also provided with ideas to extend their children's learning at home. For instance, they are given information on the topic 'ice and fire' and ideas to explore with their child. Parents are encouraged to discuss how ice feels, when it can be dangerous and to introduce new vocabulary to their child, such as igloo and icicle. This enables parents to extend their child's learning at home and complement the learning undertaken at the nursery.

There are rigorous systems to observe, assess and monitor each child's development. Staff make pertinent observations across all areas of learning and identify children's individual next steps, which are used to plan future activities. This ensures children's emerging needs are followed up in a timely fashion. Staff also record children's self-initiated play,

and use this to ensure that their interests are used as a basis for future learning. They make favourite resources available throughout the day and encourage children to learn as they play by providing engaging activities. For instance, as children enjoy the water activities, staff provide them with a range of objects and encourage them to predict whether they will sink or float. Children have great fun using teabags, brushes and magnets in the water and also develop their critical thinking as they explain why they think certain items will stay afloat. Consequently, children enjoy a good level of challenging activities that stimulate and engage them. Progress towards the early learning goals is reviewed and overseen by management to ensure that any concerns are promptly identified and followed up.

Each child's individual requirements are fully respected and catered for. Where children have additional needs, staff work with parents and other professionals to ensure that they are fully included and supported to achieve their full potential. Physiotherapists and other specialists are invited to the nursery and staff work on individual care plans to provide complementary activities or exercises to support children's development. Support is also provided for children and parents who have English as an additional language. Policies and procedures are translated on request and key words are displayed in children's home language as well as English. The nursery also helps children prepare for moving onto school. They take them on a walk round to the school building and invite the reception class teachers to attend the nursery. This helps children to overcome the fear of the unknown. Old school uniforms are made available in the dressing-up resources and children enjoy putting them on. This helps them prepare for the transition through imaginative play.

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

Children make a smooth transition from home to nursery as a result of an effective key person system and settling-in process. Parents are able to stay with their child for their first few sessions and staff work hard to build a good relationship with parents, getting to know them and their child. Opportunities to speak with their child's key person are available at drop off and collection times and parents are also asked to provide written information about their child, sharing their understanding of what their child can do. This enables staff to identify children's likes and dislikes and assess the child's abilities. As a result, staff quickly get to know children's individual characters, their strengths and areas for improvement.

Children build strong relationships as staff are extremely attentive, providing genuine warmth and affection. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable at the nursery. Babies show strong attachments as they seek out staff for comfort, snuggling in for cuddles and bottle feeds. Older children engage staff in their play, confidently engaging them in make-believe play, making them cups of tea from the home corner or asking them to play in the shop. Children show a sense of belonging in the nursery as they independently select favourite toys, wash their hands before meals and help to scrape away unwanted food after lunch. This also helps them develop their

self-help skills.

Children understand how to keep themselves safe as they learn to respond swiftly in the event of an emergency. They regularly practise the fire drill and understand that they must not run in case they trip and hurt themselves. Children behave well and the pre-school children are familiar with their 'Golden words' displayed around the pre-school room walls to promote positive behaviour. Children develop an understanding of the importance of physical exercise and a healthy diet. There is a designated cook who prepares meals on the premises, using fresh ingredients. Menus are displayed on the parents' noticeboard so that parents can see what their child has had to eat and drink during the day. All children have daily access to fresh air and exercise in the nursery garden. They walk to the shops with staff and enjoy nature walks to collect leaves in the local area.

Children move around their base rooms safely, enjoying the freedom to select from the wide range of resources that are easily accessible to them. Babies and toddlers have ample space to crawl and climb, supported by attentive and vigilant staff. Older children develop their independence as they choose to play indoors or outdoors. Consequently, children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this welcoming provision.

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

Children's safety is effectively prioritised. Staffing ratios are met, with the manager being available to provide additional support as she is not included in the numbers. This ensures children receive high levels of supervision. All staff hold relevant qualifications and most have a current first aid certificate. Any child who has an accident is given first aid by a qualified staff member and incidents are fully recorded and overseen by the manager who looks for any patterns or ways to reduce accidental injury in the future. All staff understand the signs and symptoms that may indicate abuse and know how to report any concerns. They receive training in this area and are required to complete a written test to demonstrate their understanding. A full written policy is in place to support practice. The environment is fully risk assessed and all external doors are secure, with access being restricted by locks.

The nursery is successfully led by a strong management team. The provider works in partnership with her managers to achieve the highest standards of care and learning for children. All policies and procedures are regularly reviewed and updated to ensure they continually meet the latest requirements and are in line with current best practice. A dedicated training manager works with the staff to support them in implementing this practice and in gaining new skills. In particular, new staff are mentored by the training manager as they develop their confidence and build experience working at the nursery. Regular reviews of staff performance and observations of their practice ensure any concerns are promptly followed up. Self-evaluation and reflective practice is used to successfully identify strengths and weaknesses in the whole of the setting, and includes regular reviews of the layout of rooms and the progress made by individual and specific

groups of children. This helps to ensure that no group is disadvantaged and helps the setting to identify ways to improve the provision for all children. All recommendations from the last inspection have been addressed. For instance, risk assessments are now fully effective and successfully ensure hazards to children are minimised.

Parents are encouraged to be part of the review process with their comments requested and included on the progress reports. The setting recognises the important role parents have in their children's learning and care and makes every effort to engage. Key policies are explained fully and translated into other languages if required. The setting is also committed to partnership working and staff work alongside other professionals, such as physiotherapists, to ensure all children receive support in line with their unique needs.

## 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>	509199
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	903777
<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>	28
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Little Scholars Ltd
<b>Date of previous inspection</b>	23/03/2012
<b>Telephone number</b>	01332 271608

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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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