

Little People's House Nursery

97 All Saints Way, West Bromwich, West Midlands, B71 1RU

Inspection date

11/04/2013

Previous inspection date

07/12/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge and understanding of individual children, and use precise and sharply focused information to support children's development, achievements and interests. As a result, children's care and educational needs are extremely well met.
- Outstanding outcomes are clearly attributed to the excellent use of resources and available space, and the highly effective deployment of staff. These fully support children to learn and develop, acquire new skills and be ready for their next stage of learning, including school.
- Children display high levels of independence, curiosity, imagination and concentration due to the high quality resources, experiences and playful teaching, which motivates children to make significant gains in their play and learning.
- The sharp focus on helping children acquire communication and language skills, and on supporting their physical, personal and social development, helps all children make significant progress from their starting points.
- An extremely motivated staff team are supported by an astute leadership team who provide high quality supervision and a targeted programme of professional development, which continually enhances practice.
- Staff caring for children demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding are robust, carefully managed and effective in identifying risk to children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts 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 playrooms and outdoor area.
- The inspector held meetings with the setting's manager and registered person.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation, development plan and a range of other documentation.
- The inspector also took account of the views parents spoken to on the day and information and feedback from parent questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Little People's House Nursery opened in 2002 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from two rooms in a converted house in West Bromwich, West Midlands. All children share access to a secure enclosed outdoor play area. The setting serves children and families from the local and surrounding areas.

Currently there are 21 children on roll, 20 of whom are in the early years age range. The setting is in receipt of funding for the provision of free early years education for two-, three- and four-year-olds. It opens each weekday from 7.30am to 6pm all year round. The setting employs five members staff. Of these, one holds a early years qualification at level 6 and four hold level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further opportunities for children under two years to more freely access resources, such as arts and crafts, water and sand, to further increase choice.

Inspection judgements

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

Excellent teaching by ensuring challenging, playful opportunities across all areas of learning and development, result in children making significant progress from their starting points. Staff expertly use systematic observations and assessments of what the children do and like to understand their level of achievement, interest and learning styles. Consequently, they provide a rich and stimulating environment, both indoors and outdoors, and children display high levels of independence, curiosity, imagination and concentration.

Children's personal, social and emotional development is fostered exceptionally well. All children, including those who are new to the setting, are supported extremely well to help them settle. Older children display high levels of confidence and work exceptionally well, both independently and with their peers, showing excellent negotiation and cooperation skills. Children are encouraged to share their interests and ideas, which are highly valued and used to plan stimulating experiences and activities.

Children's communication and language is supported extremely well through purposeful

play and interactions. For example, circle time, story sessions and discussions during play are extremely successful in encouraging children to speak and to introduce new ideas, concepts and vocabulary. Staff continuously ask challenging and open-ended questions to make children think, then give them time to respond and value their answers. Staff use songs and rhymes at every opportunity during the day to further increase children's language development. Babies are encouraged to be physically close, make eye contact and use their voice, gestures and body language to help them communicate.

Children build excellent foundations for early literacy. An extensive range of opportunities engage children in making marks, both indoors and outdoors. Children make sense of visual signs and symbols and use writing materials in the role play areas. Books are used extremely well by the staff, as they are often linked to the current topic to reinforce learning. More able children rapidly learn about and begin to link sounds to letters due to the focus staff place on this during their discussions and at circle time.

Outdoor play provides excellent opportunities for children to test and extend their physical skills, and offers meaningful planned, purposeful play and exploration. For example, the extensive garden area provides tyres and planks, sand, water and dens, and a wealth of resources for children to be active learners, creative and think critically. Indoors, babies have a safe environment to move, roll and stretch, while more able babies learn to stand, crawl and walk.

Children's mathematical learning is fostered extremely well. Staff use the daily routine exceptionally well to encourage children to count and problem solve, such as calculating how many cups they need at snack time. Children have time, space and encouragement to discover and use new words and mathematical ideas, concepts and language. Staff creatively introduce a mathematical element into many activities and areas. For example, the role play areas incorporate numbers, and the sand and water is used well to consider concepts, such as weight, capacity and measure.

Children learn about the natural world and living things. For example, they have been growing sunflowers, daffodils, carrots and potatoes, and learn the importance of fresh produce as they help make soup for lunch. Children show a keen interest as they recall and sequence the steps they have taken to plant their sunflowers, and then create pictures of them, using words such as 'stem', 'petal' and 'enormous'. Children competently use programmable toys, discovery toys and the laptop, to further enhance their learning and development.

A substantial art and craft area for children aged over two years is well presented and entices many children to avidly create their own pictures. All children are provided with a wide range of exciting materials, resources and sensory experiences to enable them to explore colour, texture and space. For example, natural items, textured fabrics, metal objects, cooked pasta and cornflour mixed with water are all thoroughly enjoyed by the children.

Staff demonstrate an exceptional commitment to working in partnership with parents and carers. A highly successful two-way flow of information and communication links are developed from the time children first start at the nursery, and results in excellent

partnership working. For example, all parents are given a copy of their children's individual plans, which includes their next steps for the month. This means staff, parents and carers can work towards the same targets to reinforce children's learning, both at the setting and at home.

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

The highly successful key person system and the small nature of the setting ensure sensitive staff have exceptional knowledge of each child's backgrounds, care and educational needs. Consequently, the uniqueness of each child is captured and staff value and respect all children and their families. Staff engage all children extremely well and they show a real sense of belonging and feel safe. All children are involved, busy and fully occupied with the wide range of opportunities on offer to them, within this vibrant and stimulating environment. Staff make extremely effective use of the space they have to provide rich and meaningful experiences for children, although there is scope to further enhance opportunities for children under two years to more freely access resources, such as the arts and crafts, water and sand.

Exemplary practices are adopted to prevent the spread of infection. For example, anti-bacterial gel is used on entry to the premises and all rooms, shoe covers or indoor footwear are used in all care rooms, and staff wear protective clothing when serving food and changing nappies. Children benefit from healthy and nutritious meals, snacks and drinks. They show a comprehensive understanding of making healthy choices and the benefits of exercise, and freely discuss other health practices, such as the importance of hand washing.

Children have a secure understanding of how to stay safe. For example, they remind each other to keep their cups at the table to avoid spillages and the importance of wearing their non-slip socks indoors. In addition, visits from the local police and trips to the fire station help reinforce messages about staying safe. Staff are vigilant and give high regard to securing the children's safety, and carry out daily checks of the environment, both indoors and outdoors. All children benefit from access to fresh air and the wealth of experiences the outdoor environment offers, which contributes significantly to their health and well-being.

The seamless transition from one room to the other is achieved by the committed staff team who give children's emotional needs and well-being top priority to ensure they are ready for the next steps in learning and times of transition are eased.

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

The leadership and management team consists of the registered individual, manager and deputy manager, who are proactive and innovative in responding to changes and continuously seek high quality practice. The leadership team have a comprehensive understanding of the learning and development requirements. Consequently, extremely successful educational programmes and monitoring systems ensure high quality and

challenging experiences for children.

The management team provide high quality individualised supervision, coaching and training opportunities for all staff to further enhance their skills and qualifications. The managers work alongside staff in the rooms and, therefore, daily check and monitor practice. The positive culture of mutual respect results in a highly effective dedicated team.

Safeguarding arrangements are well embedded in all aspects of practice. Any concerns are given the utmost priority and dealt with effectively in relation to child protection issues. All staff have a comprehensive awareness of safeguarding issues and how to implement the safeguarding policy and procedures. There are robust recruitment, vetting and induction procedures in place to ensure staff are suitable to work with children.

All parents and carers spoken to on the day of the inspection, and the nursery's ongoing parental satisfaction surveys, clearly indicate that parents are highly satisfied with the service provided. They are particularly impressed with the significant progress their children have made in their communication and language, and personal, social and emotional development, and how well staff know and meet their child's individual needs. The setting is extremely motivated in working with other settings, including the local children's centres, schools and other professionals and agencies, to support children's transition and promote their care and education to the highest levels.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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 action. 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	EY103215
Local authority	Sandwell
Inspection number	908702
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	21
Name of provider	Wyldecourt T/A Little Peoples House
Date of previous inspection	07/12/2009
Telephone number	0121 588 7092

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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, which are usually the childminder's 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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