

Looby Lou's Too

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

Inspection date

29/04/2013

Previous inspection date

20/12/2012

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's individual care needs are met appropriately and their personal, social and emotional development is fostered well.
- Positive partnership with parents and carers and other agencies and professionals are established to appropriately support children's care and education.
- Safeguarding arrangements are secure throughout the nursery. All staff are clear and confident in their individual roles and policies and procedures help to ensure a consistent approach.

It is not yet good because

- Staff deployment does not ensure that all those working with older children fully understand and focus on supporting children's needs by planning activities to challenge them.
- Insufficient information about children's starting points does not give staff a baseline knowledge of children's learning and development, so they can plan for their next steps.
- Monitoring, reflective practice and self-challenge are not used effectively to promote consistency of practice throughout the nursery, or gather and use the views of children, parents and staff to help set challenging targets for improvement that will raise the levels of children's achievements over time.
- The progress check at age two years is not implemented to provide parents with a

short written summary of their child's development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children participating in activities in their rooms and the outside areas.
- The inspector held a meeting with the registered person and carried out a joint observation with the registered person.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Jennifer Turner

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 converted house in the Longbridge area of Birmingham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff, all 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 23 children on roll, who are in the early years age group. The nursery provides funded early education for 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:

- strengthen staff deployment to ensure that all those working with the older children fully understand and consistently focus on supporting children's learning needs
- review children's progress between the age of two and three years and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning and development.

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

- obtain sufficient information about children's starting points, in order to give staff a baseline knowledge of children's learning and development, so they can plan for their next steps
- use monitoring, reflective practice and self-challenge more effectively to promote consistency of practice throughout the nursery and gather and use the views of children, parents and staff to help set challenging targets for improvement that will raise the levels of children's achievements over time.

Inspection judgements

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

Children are welcomed into a relaxed environment where their personal, social and emotional development is generally fostered well. Staff take the time to get to know the children's likes, preferences and dislikes and they foster positive relationships with them. All children have a learning journal record containing their profiles. These are shared with parents to ensure that they know how their child is progressing. Staff monitor children's learning through observation and assessment. Also, children's individual development folders show their achievements through 'learning journey' entries, photographs and examples of their work. 'All about me' forms are completed by parents at the start of the placement. This helps to identify children's care needs, but not their starting points to give staff a baseline knowledge of where children are in their learning and development. This restricts staff ability to plan effectively for children's next steps. In addition, the progress check at age two years is not completed to ensure early intervention if children are making less than the expected level of progress.

Staff have a generally sound understanding of promoting children's development. They plan a mostly broad variety of activities across the areas of learning to support children's learning. However, on occasions, some older children are not fully engaged because staff are not always effectively deployed to support their learning. All children, including babies and those who speak English as an additional language, show a sense of belonging. They begin to increase their confidence as they move around their environment. Labels are displayed around the nursery in children's home language, along with positive images of the children. Resources and the celebration of a range of festivals, helps to develop children's self-awareness and show they are valued.

Children are provided with activities that encourage them to explore and investigate as they dig in soil planting bulbs and growing grass heads from seeds. Babies' senses are stimulated as they explore interesting objects from the treasure basket or play with sand. Toddlers and pre-school children enjoy accessing a broad range of creative resources, which encourage them to use their imagination in role play. They enjoy pushing dolls in prams and dressing-up in costumes. Children express their creativity as they design models using junk materials, collages for a favourite caterpillar story and 'Incy, wincy spider' displays. Children develop their mathematical skills as they recognise numbers on viewing boxes filled with glittering objects or singing '1,2,3,4,5 once I caught a fish alive'. Children's communication and language is developing. Staff caring for babies engage them well by singing to them, make eye contact and use their voice to attract their attention to provide opportunities for early conversation. Daily singing sessions, actions songs and ring games are welcomed by the children and used well to support their language development.

Staff provide daily opportunities for children to be physical outdoors with an appropriate range of physical play equipment, such as, wheeled toys, slide, and balls and dens. Indoors, babies are given the space to move, roll and stretch in a safe environment and more able babies use items, such as, rockers, walkers and pop-up tents, to encourage

them to crawl and pull themselves up. All children have use of the first floor room for physical activity used in particular bad weather. They are able to be active as they access a ball pool, tents and small climbing equipment. These activities help children to gain the necessary skills they need for the next steps in their learning.

Parents are fully involved in their children's learning. They receive daily information about the activities children are involved in and formal arrangements are in place for sharing children's learning folder. Parents are encouraged to continue to support their children's learning at home. For example, with 'chatter bags', which include resources for activities and props to support stories are available for parents to enjoy with their children at home. Parents also attend workshops, giving them ideas for messy play and planting bulbs and pansies with their children.

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

Children form appropriate bonds and relationships with their key person and other staff. A warm and caring approach helps children to settle easily as they enjoy their time at the setting. Staff gather useful information from parents when children first attend the nursery, so that established routines are continued, to promote continuity of care. Despite recent changes at management level, the assigned key person system remains generally well-established to ensure that the children's care is consistent. Staff are caring and attentive to the children's needs, giving them cuddles and reassurance when required. This results in happy children, who enjoy their time at the nursery.

Children are developing an understanding of safety and how to keep safe, as staff remind them about walking indoors, riding the bikes carefully and being kind and caring towards each other. Staff encourage children to consider healthy eating through discussions about foods that are good for them. Children enjoy varied and nutritious meals that include chicken, meat, vegetables and rice and pasta dishes. Children access fresh water and milk throughout the day and are able to access these independently to ensure they remain well hydrated.

Children's personal, social and emotional development is fostered generally well. They have opportunities to develop their independence in the pour their own milk and water in the snack area, make choices about their play and become independent in their personal care. The staff's management of children's behaviour is satisfactory. Children are adequately encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. Children respond to the expectations of the staff for appropriate behaviour and staff praise them for their efforts.

There are suitable arrangements in place for supporting children's transitions between the nursery rooms. For example, they visit the room, which they are going to move into for short sessions, enabling them to become familiar with the new surroundings and to get to know the new staff working in that room. Arrangements for working in partnership with other early years settings that children attend are in place as are links with the schools, which they will move on to. This means that children are prepared for their transition to school.

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

The provider has a secure understanding of the safeguarding and welfare requirements. Safeguarding procedures are in place and staff are clear about their duties and of the procedures to follow should they have any concerns about a child in their care. The safeguarding policy is displayed for parents and this ensures that they are well informed about the provision and assured about their children's welfare. Appropriate staff ratios and supervision ensure children's needs are met and they are safe. The provider understands about informing Ofsted about any changes. Sound recruitment procedures are in place. Disclosure and Barring Service checks are obtained for all staff, along with all relevant identity checks to ensure their suitability to work with children. All policies, procedures and children's records that are required for the safe and efficient management of the provision are suitably maintained.

Staff have an adequate understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. Overall, children are supported well in their learning. However, staff deployment is not always fully effective to ensure older children are fully engaged.

A suitable supervision and appraisal process is in place to help identify training needs and monitor staff performance. Systems for self-evaluation are in place. However, they are not sufficiently robust to ensure a clear and targeted approach is undertaken to continue to support children's progress over time. The monitoring of the educational programmes has not been as effective to ensure that children are making the best possible progress. However, children are making steady progress in their development towards the early learning goals. Staff have a sound understanding of the advantage of liaising with professionals, other early years providers and local schools. This gives staff the ability to meet children's individual needs and ensures that there is continuity in their learning.

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 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	EY427661
Local authority	Birmingham
Inspection number	916267
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	23
Name of provider	Jacqueline Mary Cupples
Date of previous inspection	20/12/2012
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, 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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