

Little People (Stanningley) Ltd

The Beeches, 66 Bradford Road, Stanningley, Leeds, West Yorkshire, LS28 6DX

Inspection date

13/06/2013

Previous inspection date

17/10/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 within the Early Years Foundation Stage and across the areas of learning, which prepares them well for the next stage in their learning.
- Children's safety is a priority within the setting, therefore, children feel safe, secure and develop much confidence.
- Staff are good role models. As a result, children develop strong peer relationships, and demonstrate good behaviour.
- Partnerships with local schools, early years settings and external agencies are secure. This contributes to the strong culture of support children receive.

It is not yet outstanding because

- Highly successful strategies have not yet been developed to engage all parents in children's learning, which does not enhance the planning for children's future learning to ensure that it is based on a complete picture of children'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.

Inspection activities

- The inspector observed children in all the base rooms and outside.
- The inspector completed joint observations with the manager and deputy manager of the nursery.
- The inspector held meetings with the joint directors, area manager, nursery manager, deputy manager and two parents.
- The inspector spoke to children's key persons and children throughout the inspection.
- A sample range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, parent questionnaires, policies, procedures and the setting's self-evaluation form.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Little People was registered in 1989 on the Early Years Register. It is situated in a converted Edwardian house in the Stanningley area of Leeds and is part of a nursery chain managed by Little People Limited. The nursery serves the local area and wider community. It operates from three rooms on the ground floor and three rooms on the first floor. Ramps provide wheelchair access to the ground floor but there is no lift facility to the first floor. There is a fully enclosed area available for outdoor play.

The nursery employs 16 members of staff to work with the children. Of these, 14 hold appropriate early years qualifications at level 3 or above and two at level 2. The director has Early Years Professional Status and both the manager and deputy have Early Years degree level qualifications. The nursery opens five days a week, 51 weeks of the year, from 7.30am to 6pm, Monday to Friday. Children may attend for a variety of sessions. There are currently 69 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery 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:

- develop further the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to offer their contributions about what their children know and can do at home.

Inspection judgements

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

Staff have a good understanding of the revised Statutory framework for the Early Years Foundation Stage and a good knowledge of the seven areas of learning. The quality of practice is consistent and, as a result, all children make good progress in relation to their starting points.

Parents know their children's key person and are able to discuss their individual children's needs at any time, because adult-to-child ratios are very good. Parents have access to their children's records at any time and are able to discuss their child's progress during parents' events. Staff inform parents about their children's progress and achievements during their time at the nursery. However, parents are not fully engaged in contributing to

children's learning, as their preferences to discuss and share learning from home have not been taken into account. The strong staff team support each other effectively to provide a stimulating and well-balanced educational programme for all children, ensuring they gain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Staff have high expectations of children's learning. They support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests. They use this information to plan purposeful activities for each child based on their interests. For example, many of the children enjoy making use of the better weather to engage in a vast range of outdoor physical type activities. This ensures that children's individual needs are being met.

Children use their imaginations well during outdoor play; they use resources as props to support their play. For example, they use tents, the gazebo and digging equipment to act out familiar stories and role play scenarios. Children are beginning to use good mathematical language during activities. They talk about building blocks being heavier or lighter and estimate size during the building games. They recognise how quickly containers empty and how fast they can fill them with different utensils in the sand tray. Children enjoy listening to stories and singing rhymes, confidently recognising numbers during board games. For example, one child excitedly proclaims that the number four on the dice is the same number as her age. Therefore, children are recognising that numbers have meaning. They have access to a wide range of books, and enjoy looking at them, retelling their favourite stories from the pictures, and so developing their interest in books.

Children have good access to mark-making materials at all times and use the resources for a variety of purposes. For example, children draw Father's day cards with cars emblazed on them and create similar shapes and patterns in sand. Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental opportunities to extend the children's learning through asking open-ended questions, introducing new vocabulary and encouraging the children to become active learners and critical thinkers. For example, when children explore the different sample handles and locks on the gate outside, the staff introduce new words, such as 'stuck', 'wiggle' and 'grab', giving the children time to repeat the words. Later the children use the new words in context as they recall what they have been doing.

Overall, children enjoy a well-resourced play and learning environment. Children are able to self-select resources to extend their play and develop their independence. For example, children are able to independently access the indoor and outdoor sensory play areas. This contributes to extending the exploration of their senses.

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

Children are extremely well settled in the setting and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by implementing strong arrangements for settling the children in. For example, member of staff completes home visits if requested by parents. A two-way flow of information between home and the setting means that staff are aware of children's

routines, dietary requirements and general care needs. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care. Effective systems are in place to ensure the children's smooth transition to school and as they move through the nursery. For example, children and parents are well prepared for transitions as the key persons effectively share information about each child with parents, other key persons or teachers. As a result, the move to the next step in their learning is seamless.

All children have daily opportunities to take exercise and access fresh air through outdoor play. They use a wide range of outdoor resources. They climb on tyres with well-rehearsed technique and avoid their friends as they move through the area showing good awareness of space. Children have opportunities to run, climb, balance and jump as they practise their physical skills. They recognise when they are hot and put on their hats to keep them cool. Staff promote leading a healthy lifestyle and are very good role models for children. For example, they sit with them at mealtimes and eat a selection of vegetables, talking to them about the benefits of healthy eating and encouraging them to try new foods. Children sit well at snack and mealtimes and enjoy the social occasion. They talk to their friends about issues that are important to them, such as the colours of the things they see around them. Children are also encouraged to exercise regularly both indoors and outdoors. Staff plan music and movement sessions, which children engage in. On the ground floor, staff also open the doors to the outside to enable children to choose whether to play indoors or outdoors.

Children behave very well in the setting and understand the rules, boundaries and behaviour expected of them. For instance, children explain they cannot build the blocks too high as they could fall over and hurt others. They regularly practise fire drills and supporting children to understand how to keep themselves and others safe, is a high priority for staff. Staff reinforce children's understanding through group discussions and creating artwork of people who help. This promotes children's thinking and prompts discussions about safety issues. Children are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children follow instructions, such as helping to tidy away the resources before lunch, because they know what staff expect of them. Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in their key groups to join in the activities. This helps prepare them for their next stage in their learning. They demonstrate high levels of self-confidence as they question the inspector and share their views and experiences.

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

The management team are highly focused on driving quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. For example, they have worked exceptionally hard to ensure previous actions around safeguarding, key person systems and staff knowledge on the revised

Statutory framework for the Early Years Foundation Stage have been addressed. All staff have attended safeguarding training and they are able to demonstrate a detailed understanding of the safeguarding and welfare requirements. Effective safeguarding procedures are in place to protect the children who attend. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. Robust recruitment and vetting procedures, alongside effective induction systems, help to ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the visitor's book to ensure that a full and accurate record of everyone coming in and out of the building.

The management team demonstrate a secure knowledge of the learning and development requirements. They are making significant ongoing improvements to analyse the progress children are making across the nursery. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. They meet regularly to discuss the progress children are making, and identify those children who require interventions in their learning. As a result, gaps in learning are closing.

The management team extensively monitor planning and consistency of assessments, using advice from the local authority and school. They ensure key persons make accurate judgements on children's progress, which has led to all children being well prepared for school. The management team are well informed about the progress of groups of children, and comprehensively identify those children who require further support with speech and language. Consequently, the nursery has established strong partnerships with speech and language therapists and Social Services to ensure that all children make good progress in their learning and development given their starting points. The nursery has links with other agencies, such as the local authority, Sure Start children's centre and local schools, to build on the staff teams' knowledge and understanding of how to support children and families in the local community. The managers seek the views of parents, staff and children on self-evaluation through parent consultation, staff meetings and children's evaluations of their learning. As a result, changes and improvements have recently been implemented, for example, new formats for newsletters and additional outdoor lighting in the outdoor area. However, there is scope to extend arrangements for collecting information about children's learning from home to enable assessments to be as precise as possible and allow managers to deliver exceptional practice in their pursuit of excellence.

Managers successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals. In addition, the local authority Early Years and Childcare team attends the nursery regularly to observe practice and to provide support to the staff team. As a result, staff identify areas for development to help improve practice. All staff receive supervision which provides a source of support, training and professional development. The strong management arrangements ensure the setting is totally committed to continually evolving and enhancing the good quality service offered to children and 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 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	319352
Local authority	Leeds
Inspection number	899204
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	65
Name of provider	Little People Private Day Nursery Ltd
Date of previous inspection	17/10/2012
Telephone number	0113 2563951

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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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