

Little Folks Nursery & Out of School Club

108-110 Gravelly Hill, Erdington, Birmingham, B23 7PF

Inspection date	06/08/2013
Previous inspection date	23/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The management structure is extremely strong and provides excellent support for staff. This ensures staff are confident and knowledgeable and fully support children as they make excellent progress.
- Safeguarding is given exceptional priority by staff and managers as they ensure the environment is safe, and staff are fully informed so that they provide extensive support to all children and their families.
- The monitoring of the curriculum and the self-evaluation is extensive and ensures that management and staff have a clear focus for improvements and developments.
- Children are extremely independent as they enjoy taking responsibility, and are very considerate of each other's needs as they play and make friends.
- Children's transfer into full-time school is immensely well supported through a range of visits from teachers and a detailed transfer of information to schools regarding each child's progress.

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 and manager of the nursery carried out a joint observation of staff interaction during children's activities.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector took into account the views of parents through discussion and questionnaires sent out by the nursery.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Susan Rogers

Full Report

Information about the setting

Little Folks Nursery and Out of School Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Mishi Nurseries Limited and operates from a large detached house in Erdington, Birmingham. The setting serves the local area. There are three steps that lead to the front door, and the front driveway is accessed by a number of steps. There is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, and one has Early Years Professional Status. 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 90 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- extend opportunities for children to talk to their friends by providing a cosy space or den.

Inspection judgements

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

Children thoroughly enjoy their learning in this vibrant and exciting nursery. Staff have a very comprehensive knowledge of the Statutory framework for the Early Years Foundation Stage and plan a range of exciting and challenging learning experiences for each child. Children are provided with wide ranging adult-led and child initiated activities that enable them to make excellent progress in all areas of learning. Each child's progress is meticulously documented through evaluations and regular observations. Through this staff track children's progress so they are confident and clear about any gaps in their learning. Planning is then adapted to accommodate each child's needs so that they make excellent progress. Parents are fully included in their child's progress through regular discussions with staff and sharing of their child's assessment records. The nursery is immensely supportive towards parents and encourages them to take books and games home so they are able to further extend the learning opportunities for their child.

Children thoroughly enjoy taking responsibility in nursery. The older children serve

themselves lunch and learn how to manage complex tools, such as using a ladle to serve themselves food or a knife to cut fruit and vegetables. They clear away dishes when lunch has ended and enjoy helping to organise resources at the start and end of a session. Children communicate extremely well they thoroughly enjoy story time where they listen avidly to a member of staff giving a fascinating rendition of the story about a bear. Children comment on the different voices made by staff which enable them to identify angry, sad and happy voices. Spontaneous opportunities to extend children's learning are fully explored here as staff discuss feelings that promote different voices. Opportunities to discuss what children like to do and discuss their own experiences and preferences are fully extended in this nursery.

Children extend their physical skills as they use scissors skilfully to cut round a range of pictures and discuss in detail the colours, shapes and images they see. There are excellent opportunities for children to extend their confidence as they enjoy discussions in their group. This enables them to understand each other and their different lifestyles. There are frequent opportunities children to use number as they play and help in the nursery. For example they count how many cups plates they will need at lunchtime and then calculate how many more they will need for the number of children sitting at the table. They thoroughly enjoy mark making and putting together their own books as they learn how to form and recognise numerals and letters, and have a strong understanding that text carries meaning. They skilfully use a range of sports equipment that includes bats and balls. Staff become thoroughly engaged in children's play, providing excellent opportunities for children to extend their learning. Staff demonstrate how to use the equipment as they help children understand that there are rules to a game. This provides excellent opportunities for children to work together as a team and enjoy a sense of achievement as they score a goal. This helps them forge friendships and recognise that play is much more fun when they include others. As a result, children are become extremely well prepared for their transfer into full-time school.

Younger children enjoy exploring a wide range a sensory materials. Here they become confident at handling a range of tools, which extends their ability to manipulate equipment as they pour water from one container into another and mould sand into shapes. They extend their creativity as they use a wide range of musical instruments to accompany music and they and staff sing along to songs. This provide stimulating opportunities for children to promote their confidence and early communication skills. As a result, children thoroughly enjoy their learning, engage wholeheartedly with the play environment as they explore and access the equipment they prefer. Children are thoroughly supported by staff, who are constantly vigilant of children's need to explore further, and ensure that additional challenges are made readily available.

There are excellent opportunities for older children to extend their confidence and independence at mealtimes. They confidently serve themselves food, choosing how much to eat and return to the serving area for more if they wish. They pour themselves drinks and help set the table. Older children offer to help the younger ones as they are mindful of the needs of each other, and learning to care for and consider the needs of others. Throughout children's learning, all staff have an excellent, clear understanding of how children learn. Staff are particularly vigilant throughout all their activities, providing extension so children are continually challenged and find their learning stimulating and

fulfilling. They learn about the world around them as they explore the very interesting and stimulating outdoor area and go on outings locally.

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

Children easily settle at the nursery due to the highly effective settling-in measures that are in place. Parents stay with children if they wish, and children gradually learn to become fully confident in the new environment. Carefully managed settling-in sessions gradually promote children's confidence and enable key persons to accurately assess their individual needs. Children's starting points carefully documented and recorded using skilfully managed meetings with parents and carers. This thorough approach enables staff to fully understand children's individual needs and social backgrounds, and ensure there are highly effective plans in place for their further development. Staff are immensely warm and caring, and immediately respond to children's individual needs and requests. This ensures that children feel secure and form close and secure relationships with the staff who care for them.

Children behave extremely well as they are very considerate and caring, and readily include each other in play activities. For example, a group of older children sit together outside and plan what they are going to do next in their play activities. They decide to enact a creative scenario which involves them putting on dressing up clothes and getting into a different role. Children consider each other's needs as they listen carefully to each other and negotiate what equipment and toys they will need. Children clearly enjoy collaborating with each other as they fully explore their play environment. Children manage their outdoor play environment with skill as they are careful to hold onto stair rails as they climb steps and negotiate a wide range of wheeled toys and climbing equipment. Staff actively promote children's understanding of keeping themselves safe as they ensure children are interested and offer explanations about how to use the equipment safely. This enables children to be fully aware of how to keep themselves safe in their play environment. Children learn about the wider world as they have outings locally which provide them with excellent preparation for their move into full-time school as they develop a very good understanding of road safety.

Children sleep in safety and comfort in the nursery. Some of the older children are sensitively reminded that they also need to sleep during the day, and as a result they welcome the opportunity to rest. Staff ensure that children sleep in peaceful circular surroundings, with staff remaining in the room with the children at all times. Therefore, children are reassuringly comforted when they wake. Staff work very closely with parents to ensure that children's individual care needs are carefully managed, providing for children's continuity of care. This ensures children feel immensely safe and secure as their care needs are all accurately met. The well-resourced and stimulating environment enables different age groups of children to be cared for independently of each other. Although this is a large nursery, all the children are cared for on the same floor. This enables staff to provide seamless transfer arrangements as children mature and move from one room to another, as they are in regular contact with older children in the other rooms. This is greatly enhanced by sensitively managed settling-in times where the child's key worker spends time with the child in their new room. This enables children to be fully

confident and secure in their new environment before they transfer.

Children of different age groups are able to have their own distinct play areas, which enables resources to be very carefully selected to meet the needs of that particular age group and ability. For example, babies and toddlers access to separate areas so that they have sufficient room to explore sand and messy play activities and use wheeled toys. Older children are able to extend their imaginative experiences by exploring creative play equipment and using sports equipment. There is, however, further scope for children to chat to their friends outdoors in a den or a cosy space.

There is extensive contact with the schools that children eventually transfer to. Teachers visit from local schools to meet the children and spend time with them. Regular conversations with children regarding their move into full-time school are frequently included in their everyday activities, such as story time group discussions. Staff are highly proactive in ensuring that children are fully supported as they move into school. For example, they have put together welcome books that include photographs of their new school environment. These books are readily available for children and prompt numerous discussions about their move into full-time school. Staff are highly proactive in maintaining contact with the child's new school before they start, and discuss the individual needs of each child as well as completing documentation that details children's interests play preferences and abilities. This ensures that children are fully prepared and look forward to the next stage in their learning.

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

Very strong and effective leadership inspires a well-motivated and dedicated staff group. Excellent support provided by the owners and manager ensures that staff are provided with excellent encouragement that enables them to pursue and access a wide range of professional training. This results in a staff group that are well qualified and highly skilled in supporting children so that they make excellent progress. Generous staff ratios mean that children are supervised very well, and staff ensure that the safety is given utmost priority at all times. Risk assessments are highly effective and ensure all aspects of the building are safe and secure. For example, the main entrance to the nursery is securely locked and all visitors and parents collecting children are carefully monitored by staff. Additional security is provided as the nursery office is situated adjacent to the entrance door so that no one may enter the building without the knowledge of a member of staff. Very thorough monitoring of the educational curriculum is in place to ensure the nursery accurately meets the needs of every child who attends. This drives forward excellent practice as staff are very well supported with regular individual supervision and performance management meetings. This ensures they are highly skilled and offer excellent support for each child in their care. Regular staff meetings, appraisals and observations of staff practice of their interaction with children all provide excellent monitoring of the educational provision. This results in a purposeful drive towards continuous improvement, and confident and reflective staff who are eager to improve on their existing practice.

There is very well-documented self-evaluation of the nursery that identifies strengths and any weaknesses. This measurement is continually ongoing and provides and accurately identifies how effectively the nursery meets the needs of all the children. There are very strong and purposeful links with outside agencies and the local community. The managers and owners of the nursery actively share good practice with other local nurseries and other nurseries that are in the same ownership. Managers keep up to date so they are fully aware of the range of support available to families. They are therefore able to signpost parents towards funding or relevant agencies. Staff have excellent safeguarding knowledge as they are fully aware of what would concern them regarding any concerns in respect of a child's care. All staff and managers have attended child protection training and this is included in the induction for new staff. Regular staff meetings are used to update staff knowledge on all safeguarding issues and ensure staff are confident in reporting any concerns. There is an excellent partnership in place with parents and carers. A wide range of meetings, daily diaries, newsletters and regular exchanges of information with parents regarding their child's progress ensure that parents are fully informed. Staff place very high value on parents' opinions and the knowledge of their child, and ensure this is fully utilised in the monitoring of the educational provision.

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	EY428029
Local authority	Birmingham
Inspection number	931188
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	90
Name of provider	Mishi Nurseries Limited
Date of previous inspection	23/10/2012
Telephone number	01213273815

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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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