

Little People Aspull

Holly Road, Aspull, Wigan, Greater Manchester, WN2 1RY

Inspection date	12/08/2013
Previous inspection date	03/02/2010

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		2
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		2

The quality and standards of the early years provision

This provision is good

- Staff use their understanding of how children learn very well. This helps children and babies to make continuous progress in all aspects of their learning and development.
- Children have good opportunities to develop their physical skills during a variety of outdoor plays sessions. Here they, learn new skills, such as pedalling a tricycle or using construction on a large scale.
- All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Staff develop very strong relationships with parents and know their key children extremely well, enabling them to meet children's individual needs effectively.

It is not yet outstanding because

- Staff do not always make the most of opportunities that enable children to apply their number skills to everyday situations.
- There is less opportunity for children to develop an understanding that print carries meaning in a variety of languages.

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 looked around the nursery, including the outside area.
- The inspector looked at documentation. This included children's records, policies and staff records.
- The inspector spoke with the managers, staff and children throughout the inspection. The inspector also spoke with parents.
- The inspector carried out observations of children's interactions with staff during activities. A joint observation was carried out with the manager in the pre-school room.

Inspector

Sandra Harwood

Full Report

Information about the setting

Little People Aspull was registered in 2002 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is situated within a converted building and is one of two privately owned nurseries. It serves the local community in Aspull, Wigan and operates from five playrooms and an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these all hold appropriate early years qualifications at level 3 and level 4.

The nursery opens Monday to Friday all year, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children attending, who are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports 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:

- use a range of everyday opportunities to enable children to apply their number skills

- introduce a range of print from other cultures to further develop children's understanding that print comes in a variety of forms.

Inspection judgements

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

Children are enthusiastic learners and they enjoy an interesting selection of planned activities as well as plenty of time for free play. They move freely within their rooms and outdoors. The babies and young toddlers' rooms are inviting and provide stimulating challenges for children. For example, young toddlers enjoy playing in cosy spaces. They sit happily in the cosy area and play peek-a-boo with the attentive staff. Babies and young toddlers enjoy using their senses to explore the good range of different textures and natural resources placed on the floor. This stimulates their curiosity.

Staff caring for babies and young toddlers ensure they are at children's level, so that they can make eye contact with them. They lie together on the floor and encourage those just beginning to crawl to practise their skills. They happily respond to staff interaction. Children's communication and language skills are particularly well supported. Staff

routinely asks questions that extend children's thinking and give them time to respond. Those who work with younger children and babies extend their vocabulary as they repeat and expand the words, or mirror babies sounds and actions. Staff routinely use good mathematical language during activities, however, opportunities for children to apply their counting skills in everyday situations is occasionally overlooked. For example, encouraging children to count as they scoop the paint and encourage them to think about how many if one more is added. Across the nursery, children have lots of opportunities to practise their early writing skills in a range of ways, such as in role play or with notebooks and pens. However, opportunities that enable children to compare print, in particular other symbols or marks used in other languages, have scope for development.

Staff demonstrate they have a good knowledge of the Early Years Foundation Stage and how young children learn. They record regular and accurate observations of children. Well written summaries reflect children's interests and abilities. These are regularly shared with parents to ensure they are kept well informed of their children's progress. This format is also used for the progress check at age two and is effective in highlighting areas for development. Staff involve parents in their children's learning in a variety of ways, including observation and planning. For example, the 'wow' board highlights children's achievement or interests at home and is incorporated into the planning. Staff routinely includes parents' comprehensive knowledge of their children's skills and abilities to establish starting points to inform the initial assessment for tracking. They use their good knowledge of children's skills, abilities and interests to plan next steps in their learning and support them in reaching these. This is effective in supporting children to make good progress in their learning and developing appropriate skills to prepare them for school.

All children have continuous access to a good range of resources and play materials. They make choices about how they spend their time and how they use the available materials. They happily explore different media, such as glue, paint and dough as they develop their creative skills. Staff support children effectively as they sit together at the computer or laptop, older toddlers enthusiastically inform each other and staff about the character they are looking for and jump for joy when they find it. Children learn about their local community through frequent trips and develop their understanding of the wider world through a broad range of resources, music and caring for their giant African snail and stick insects.

Children's personal, social and emotional development is encouraged as staff recognise the importance of changes children may experience in their lives. For example, following the recent royal baby and lots of new or expected brothers or sisters for many children in the nursery, staff plan activities to explore this new experience. Children look at photographs of themselves as babies with added comments from parents, which provides an opportunity for them to share their experiences and recognise similarities with others.

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

Staff are positive role models, who are calm and caring in all their interactions with children. They have an excellent understanding of expectations of children's behaviour,

taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and caring attitude. Staff recognise and offer praise for their kindness and their very positive behaviour. The key person system is very successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. All children show an extremely strong sense of belonging within the nursery. Their self-esteem, confidence and emotional security are very well supported through acknowledging their individual needs and traits.

Behaviour across all age ranges within the nursery is very positive. Staff ably encourage children from an early age about the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction and encourage them to join in with other toys. Older children demonstrate their excellent understanding as they take turns and listen to each other. They work together showing excellent negotiating skills as they fill, empty and share the jugs with water. Other children show how they work extremely well independently as they engage in practising their kicking skills with the football. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They self-serve at meal and snack times and eagerly and expertly tidy up at suitable times.

Staff skilfully supports children's transition both within the nursery and to school. Staff and teachers exchange information and teachers are invited in to meet children. Extra support for children with Special Educational Needs and/or disabilities is readily given, ensuring that the new provision have all the required documentation and information to ensure the smooth transition. Transition within the setting is at children's pace, working in partnership with parents. Regular visits to the new room with their key person enables a bond to develop with the new key person. Staff support this as they make the move gradually, enabling children to feel comfortable and at ease. This means their emotional well-being is truly supported.

Children's health and safety is given priority. They have an excellent understanding of how to keep themselves and others safe because staff give clear boundaries and explanations. Regular fire evacuation is practised and visits from the fire and police service offer children first hand experience around safety. Children's health is enthusiastically promoted through growing their own vegetables and staff talk about the healthy foods children eat in the nursery. They also share information on nutritious lunch boxes with parents.

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

Children's safety and protection is assured because there is a comprehensive awareness of safeguarding issues among all staff in the nursery. Staff have a secure knowledge of child protection issues and confidently discuss the procedure to follow should any concerns arise. Robust recruitment measures is in place with all relevant checks carried out prior to staff starting at the nursery. A detailed induction ensures staff understand their responsibilities. As a result, staff are suitable to work with children.

The inspection took place following notification of an unchallenged entry into the setting through an open door and concern over the supervision of children. Observations and discussions with parents and staff show that children play in a safe environment as staff take positive steps in providing secure and safe surroundings. The inspector observed that staff are effective in supervising children and continually inform each other of what is happening to ensure safe deployment of staff for children's safety. Access is via a locked door and entry is by buzzer and staff opening the door. Effective detailed risk assessments are undertaken for within the setting and on outings. This means that children move freely and safely when in the nursery and are protected when on the many outings within the local community.

Partnerships with parents and external agencies are a key strength in the nursery and ensure that extra support for children and families is in place, so that the best possible care can be provided. The nursery understands the importance of families taking part in children's learning and development and involves them in a range of ways. For example, holding special events, such as 'Dads week' to encourage them to be involved in nursery life. Parents speak very highly of the nursery and are very complimentary of the care provided. Comments, such as 'I don't have to worry about my child when I am not with him. They totally support and include my child and me'. The strong partnerships with other professionals mean that early interventions to support children with special educational needs and/or disabilities are effectively provided. For example, staff actively seek out advice on the best methods to support children, who have special educational needs and/or disabilities. Outside professionals visit the nursery to support staff in meeting all children's individual needs.

Staff training is actively encouraged and supported to enhance their professional development. For example, training on developing children's communication and language skills has been implemented across the nursery and shared with parents. This demonstrates a positive approach to improving practice and children's learning and development. Team meetings, supervision and appraisals are held regularly and encourage all staff to contribute their ideas for the nursery. The monitoring of staff is effective to support children's care and learning. For example, all staff work together to ensure children's progress through the monitoring of planning, files and each other's practice. Self-evaluation shows continuous monitoring with regular feedback from parents, staff and other professionals, which contributes to an inclusive environment.

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	EY234492
Local authority	Wigan
Inspection number	931716
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	50
Name of provider	Colleen Farrell and Andrew Farrell Partnership
Date of previous inspection	03/02/2010
Telephone number	01942 832662

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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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