

Little Learners Day Care Ltd

Park Lodge, Clarkes Road, Fratton, Portsmouth, PO1 5PR

Inspection date

14/06/2013

Previous inspection date

20/01/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 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

- The nursery completes and implements all the required policies and procedures to support children's safety and well-being.
- Children enjoy a wide range of exciting activities and access to a good range of toys and resources that promote their learning and ensure they have fun in their play.
- Staff use appropriate strategies to support children to develop a sound understanding of appropriate behaviour and consequently they play together in a considerate and polite manner.
- Staff have developed secure relationships with parents and children. This means children are happy and settled and parents are well informed of their children's progress and they can contribute to their learning.

It is not yet good because

- The nursery have had to take action to meet legal requirements with regards to the management of children's nutritional needs and allergies.
- Staff do not make full use of the outdoor environment to support children's growing understanding of the value of words in practical ways.
- Staff do not always make the most of opportunities to develop children's early writing skills.

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 had discussions with both the manager, deputy and the owner.
- The inspector observed children at play.
- The inspector looked at documentation, including policies, children's records and the nursery's self evaluation form.
- The inspector sought the views of parents of children who attend the nursery.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Little Learners Day Care LTD registered in 2007 and operates from premises situated alongside St Marys Park in Fratton, a suburb of Portsmouth. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to the whole of the ground floor. There is a fully enclosed outdoor play area. The nursery operates in line with the HighScope educational philosophies. The nursery is open each weekday from 7.30am to 6pm all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 60 children on roll. The nursery supports children who are learning English as an additional language. The nursery provide support for families who require respite care. A total of ten staff work directly with the children, of these seven hold relevant early years qualifications. Two members of staff hold higher childcare qualifications and one member of staff holds an Early Years Degree with Early Years Professional status.

What the setting needs to do to improve further

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

- enhance opportunities for children to see written words outdoors, to further encourage children's interest in words and their early reading skills
- provide further opportunities for children to practice writing for a purpose during role play and other activities.

Inspection judgements

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

Children are making good progress in their learning and development. Staff demonstrate a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and they work well as a team to implement these for each of the children attending. Children follow their interests and explore their surroundings. Staff are aware of, and respond sensitively to children's individual needs. As a result, children are enthusiastic learners. This means they are well prepared for the next stage in their learning, such as school. Younger children build special relationships with staff, which means they feel secure and safe. Babies seek staff's attention in a variety of ways, for example, when sitting on the mat, they point at toys and look at staff. They enjoy exploring activities and resources and move around the

playroom skilfully selecting toys for themselves.

Children use the role play area independently and dress up and act out imaginary scenes as they make each other a 'cup of tea' in the play kitchen. Children are happy to become involved in adult-led activities and follow instructions well. Staff interact closely with children in their play, while also allowing them opportunities to explore on their own or play with their friends. They often ask questions that challenge and extend children's learning during adult-led activities, free play and daily routines. Children explore their early writing skills as they draw and paint. They develop pre-writing skills through copying patterns and sometimes ask staff to write their name. However, activities and resources that encourage children to learn to write for a purpose are not fully developed. For example, there are no writing materials in the role play area to encourage children's pre-writing skills as they engage in pretend play. Also, staff do not make the best use of labels and signs in the outdoor environment to encourage children to learn to link written words and their meaning.

Staff support the individual choices made by the children very well. As a result children sort and count various objects and enjoy opportunities to build and construct using large building blocks. Children enjoy taking part in rhyming and rhythmic activities. They take part in singing songs which enable them to link sounds to letters. Older children get excited as they follow simple actions to the song. Children's progress in the seven areas of learning and development is monitored through staff carrying out regular observations. Staff analyse where children are at in their development and note the next step in learning. Staff work closely with parents, sharing information about individual children's needs, interests and assessments such as the progress check at age two. They use information gathered from parents effectively to promote children's ongoing progress.

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

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. Key information regarding children's routines, interests and dietary requirements are shared during this time, this ensures the safe well being of the child. Practitioners are positive role models for children and are deployed to meet children's needs. Children take turns, are beginning to know and understand the importance of being kind, and share resources with friends. Staff praise the children and reinforce the kindness they have shown to each other. They provide clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one another.

Children are encouraged to lead healthy lifestyles through plenty of physical play opportunities and the good range of healthy snacks. Children run, jump and skip outside developing their physical skills. Children explore their environment as they move around using all of the play area. Staff encourage children to learn how to keep themselves safe, for example, showing them how to use scissors safely and take part in emergency evacuation drills. Older children follow appropriate hygiene routines without reminders.

They understand the need for hand washing after being in the garden, after going to the toilet and before food. They confidently use the soap, water and paper towels to make sure that their hands are clean. Children are also encouraged to brush their teeth after meals. Staff work closely with families to support younger children's toilet training and most children are able to manage their personal needs with only a little support. Consequently, they are able to be independent and understand how to support their good health. Procedures for managing allergies have recently been updated to promote children's ongoing health and safety.

Staff provide appropriate support for younger children's moves from the baby room to the main room as they have daily opportunities to visit and share some of the activities. The nursery makes appropriate arrangements for children's moves to school to support their emotional well-being. Staff quickly identify if children require any additional help. They work closely with parents sharing any concerns and seek support from appropriate external agencies to help them close any identified gaps in children's learning, to prepare them for the move to school or other settings.

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

This inspection was brought forward following concerns received by Ofsted regarding the safe management of children with allergies at the nursery. The inspection found that procedures did not prevent one child from taking food from another and eating it, even though staff knew that the first child had an intolerance toward that food. The nursery failed to meet a legal requirement of the Statutory Framework for the Early Years Foundation Stage. However, the nursery dealt with the incident appropriately and followed correct procedures by informing the child's parent and seeking specialist medical support. The nursery has taken swift and effective action to improve procedures for managing allergies. Risk assessments now take into account any allergies or intolerances to substances that children may have, and staff deployment is effective to promote children's safety. Staff receive training and support to help them be aware of, and manage any allergies or intolerances that children may have in the nursery. Staff supervision has been further improved at mealtimes and adult to child ratios are maintained to promote children's safety. As a result, Ofsted does not intend to take any further action.

Children are safeguarded well as all pre-school staff are aware of the signs and symptoms of abuse or neglect. They are confident in how to report concerns to the appropriate manager or agency. They are clear regarding the pre-school's whistle blowing procedures and receive regular training to update their knowledge of current safeguarding policies. Risk assessments have recently been updated and thorough risk assessments are conducted on a regular basis to ensure that any hazards are quickly identified and appropriate action is taken to reduce the risk of accidental injury to children. Staff have current certificates in paediatric first aid to enable them to further promote children's welfare in the case of an emergency. Rigorous vetting and recruitment procedures ensure that staff are suitable and have the appropriate skills and qualifications to care for children. They receive a thorough induction to support them in fulfilling their roles and

responsibilities in line with the pre-school's policies and procedures.

Staff have a sound understanding of the Statutory Framework for the Early Years Foundation Stage. The organisation of the environment enables children to access resources independently. Children of all ages busily involve themselves in activities of their choice. The effective key person system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Solid procedures have been established to work with parents and as a result, parents speak highly of the care and learning their children receive. An informative parent's pack, along with displays of important information, means that parents are well informed about the nursery from the start.

The nursery management clearly recognise and value the staff contribution to activity planning and assessment. Staff have eagerly accepted new responsibilities and they are keen to try new initiatives. They have attended recent training and followed new systems for performance management. Both events have positively increased staff understanding of their role in promoting children's learning. The manager demonstrates a good understanding of the Early Years Foundation Stage and her responsibility to promote the learning and development of all children. She monitors the levels of planning and assessment in each room to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. The manager works closely with the local authority to review and develop the educational programmes and she is committed to improving practice.

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	EY357086
Local authority	Portsmouth
Inspection number	922452
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	60
Name of provider	Little Learners Day Care Ltd
Date of previous inspection	20/01/2011
Telephone number	02392 756104

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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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