

# Little Legends

Little Legends Childrens Day Nursery, Greg House, Greg Street, STOCKPORT, Cheshire, SK5 7BS

## Inspection date

Previous inspection date

20/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 transition into the nursery is suitably managed. As a result, children are happy, settled and have developed emotional attachments with staff.
- Parents are kept informed about their child's day and the progress they have made. They are encouraged to share what they know about their child, this means most children are supported to make generally good progress in all areas of learning.
- An appropriate range of toys and resources are provided, that promote all areas of learning. They are suitably stored so that the children are able to choose what they want to play with.

### It is not yet good because

- Links with other professionals also involved in supporting children, are not always established, to ensure that all children receive the support they need in order to make good progress.
- Children are not supported to communicate, through the use of visual aids or props to enable them to join in during group activities, such as with selecting songs at song times.
- The organisation of the lunchtime routine is not always effective, as children sometimes have to sit for long periods of time for songs or stories while they wait for their lunch to be ready. As a result, children become distracted and do not always enjoy this time.

## 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 activities in all four children's rooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery owner/manager.
- The inspector spoke to parents.

## Inspector

Nicola Kirk

## Full Report

### Information about the setting

Little Legends Day Care was registered in 2013 and operates from a building in Stockport. Children have access to two rooms on the ground floor, two rooms on the first floor and access to a secure outdoor play area. The nursery is open to all children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

Currently, there are 65 children on roll in the early years age range. There are 11 members of staff who work with the children: nine hold a level 3 in childcare, and two are unqualified and studying for a level 2 qualification in childcare. The manager holds a level 3 in childcare. The nursery is open, Monday to Friday from 7.30am to 6pm all year round, excluding bank holidays.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- link with external agencies that also provide support for children in their care, so staff receive the specialist support they need to support children to make progress in all areas of development.

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

- provide opportunities for all children to be able to participate in group activities, such as song time, for example, by using visual aids or props to support them in communicating their choice of song
- review the daily routines in the rooms to ensure that key times are an enjoyable experience for every child, and do not involve children sitting on the carpet for long periods of time.

## Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery through discussion with the key person and encouraging them to complete an 'All about

me'. This gives staff information about children's likes, dislikes, interests and stage of development and provides a useful starting point from which to plan activities to meet children's interests. Parents are encouraged to remain involved in their children's learning, in the nursery and at home. They have regular opportunities to review, and contribute to, written records of their children's learning, as well as being encouraged to contribute to the planning. Therefore, most children are supported to make progress in all areas of learning.

Younger children explore their environment, knowing that familiar adults are nearby. Staff in the rooms for babies and toddlers aged under two years, are actively engaged in the babies' play, sitting and lying on the floor with them and encouraging them to explore the range of activities available. Staff recognise that children's concentration span is short at this age, and readily change the activity. Staff engage children in songs and rhymes. Babies enjoy familiar rhymes, rocking to the rhythm and clapping delightedly at the end of the songs. Children enjoy the sensory experience of corn flour, cornflakes, water and sand, as well as having lots of natural everyday objects to explore.

Staff play alongside children, supporting them to extend their language skills, copying what they do and say and introducing new vocabulary. Children talk confidently with staff about events from home whilst playing with construction toys. Therefore, most children make good progress in speaking and listening. However, some activities do not enable all children to participate and communicate as staff do not adapt activities to take account of children's individual needs. For example, during song time, some children are not able to select a song to sing, as there are no visual props available to enable them to select a song. This means that children with special educational needs and/or disabilities are not always included or supported as well as they could be to communicate. Children who speak English as an additional language are supported through resources being labelled in their home language and English, which enables staff to support them with their understanding of English. Displays in some rooms, show a map of the world and greetings from around the world, to encourage staff to use them.

Children are encouraged to develop physically, through playing outside with adults, throwing and kicking balls, playing on trikes, running and catching each other and climbing. Staff encourage children to explore a range of sensory experience with small tools, to support physical development. Children make progress in expressive arts, by exploring recycled materials with paint and glue, and are encouraged to explore and play with the materials.

Overall, children's progress ensures that they have some of the key skills needed for the next stage in their learning. They play well together and confidently seek out adults and other children to share their games. Consistent routines are followed, that help children to develop a sense of belonging and grow in confidence. However, the organisation of some routines in the two to three room are not planned well, to promote purposeful activities that children engage in. For example, at lunchtime all children sit on the carpet to listen to a story and join in with songs for far too long, while waiting for their lunch to be ready. As a result, they become distracted and do not enjoy this time, as they are unable to sit still for so long on a carpet and listen.

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

The management team and staff provide a warm and welcoming environment in which children are secure, happy and confident to express themselves. Staff work closely with parents to meet children's care needs and keep them informed about their children's day, through use of written information and daily verbal communication. Parents develop positive relationships with staff because each child is allocated a key person who takes responsibility for their day to day care needs, and builds partnerships with parents. Children settle quickly into the nursery and develop emotional attachments to their key person and other staff. Children behave well and know what is expected of them. Staff ensure they complete daily room and outdoor checks to ensure the environment is safe for all children. Staff often praise the children's behaviour and support them to share. Therefore, children feel safe and secure in the setting. They are supported, as they progress, by their key person through the nursery and as they move on to school.

The indoor rooms are planned to promote children's independence and confidence. Toys and resources are stored suitably to enable children to choose what they want to play with. Children benefit from a wide range of play materials to support their learning and development. Outdoor play is timetabled for children, to ensure that they have daily opportunities to be outside. Staff encourage the children to join in with physical activity, by playing with them and encouraging them to run around and play with balls. Children have been growing vegetables and herbs outside, and have been learning about why a healthy diet is important. Children are supported and encouraged to be able to manage their own personal needs, by their key person, which means they grow independence.

Children are supported, to learn about the importance of hand washing and are encouraged to have regard for their personal hygiene and readily wash their hands before eating. Children's dietary needs are met well. A balanced, nutritious range of healthy foods is provided. Younger children are supported to feed themselves and older children are encouraged to serve their own food, promoting their independence.

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

The self-evaluation takes into account the views of all the staff, and there is an action plan to share it with parents. The setting has CCTV cameras which the manager uses to monitor activity in the rooms and identify areas for improvement. The manager is committed to continuous improvement and worked with the local authority to identify priorities for improvement and has already started to implement changes, such as developing the planning in the baby room, to ensure it is based on the next steps and interests of the children.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a robust child protection policy in place that is in line with the Local Safeguarding Children Board guidelines. Staff are aware of the signs and symptoms of abuse and know how to report concerns. The nursery premises are safe and secure, ensuring that unauthorised persons

cannot enter the building. Risk assessments are carried out to identify hazards and necessary steps are taken to limit risks to children's safety.

The learning and development requirements are met satisfactorily and the manager has adequate systems in place to monitor the quality of teaching and learning. The manager has started to track children's progress to ensure they are making progress.

There are appropriate systems in place for performance management and staff are supported to improve their knowledge and practice. All room leaders are currently attending training on team leading and the two unqualified members of staff are studying to obtain a level 2 qualification in childcare. Room leaders are good at supporting unqualified staff to improve their practice.

The nursery has developed some partnerships with other external agencies, however, they have not linked with all professionals who also provide support for some children in order to share strategies and provide consistent support. As a result, individual children's targets are not always appropriate for their individual needs as they are not based on the expertise of other professionals also working with a child.

Partnerships with parents are friendly and trusting. Staff are committed to working together with them, to ensure continuity of care for their children. Parents report that they find staff friendly and approachable and that their children 'love coming to nursery'.

### **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

<b>Unique reference number</b>	EY458786
<b>Local authority</b>	Stockport
<b>Inspection number</b>	910921
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Little Legends Daycare LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07803403943

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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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