

# Little Buds

Lydiate Primary School, Lambshear Lane, LIVERPOOL, L31 2JZ

## Inspection date

Previous inspection date

08/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 are provided with a wide range of interesting and age-appropriate activities and experiences to support their learning through play.
- Children's health and safety are a priority and robust safeguarding procedures are in place.
- Detailed observations, assessment and planning systems means that staff have a clear understanding of each child's individual learning and progress.
- Parents have an informative discussion with staff before children start, which gives a clear insight into their individual needs and preferences.

### It is not yet outstanding because

- Children in the younger age range are unable to access their drinks independently at all times.
- Opportunities for young children to make marks and explore creative materials are limited.

## 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 undertook a tour of the premises and spoke with children.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the staff.

## Inspector

Wendy Dockerty

## Full Report

### Information about the setting

Little Buds was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The nursery was first registered in 2002. It is situated in Lydiate Primary School in Lydiate Village, Liverpool and is managed by a Limited Company. The nursery is accessible to all children. It operates from two designated rooms and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday, all year round, except for bank holidays and the Christmas period. Sessions are from 7.45am until 6pm term time and 8am until 5.30pm during school holidays. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children.

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

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

- develop the access to drinking water for younger children to allow them to independently help themselves to a drink at all times
  
- extend the opportunities that younger children have to explore with creative materials and make marks throughout their time at the nursery.

## Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning. Staff demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage and ensure that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. The nursery operates from two rooms within the primary school, which caters for children in different age groups. Both rooms provide a bright, welcoming and comfortable environment in which the children can happily engage in play and exploration of a wide range of age-appropriate resources.

The Baby Buds room caters for children up to two years of age. Here, children can freely select from a wide range of age-appropriate resources, which they enjoy exploring. Children happily run wooden trains and trucks along tracks that staff help them to build, while they talk to the children about the colours of the vehicles. This develops their knowledge of colour recognition and helps them to use their small physical skills. They investigate with music and sound toys that light up when they press buttons, which develops their understanding of cause and effect. Later, all the children come together in the cosy area with floor cushions and baskets to relax and enjoy a shared story. Children also help themselves to their favourite books at different times. They show an understanding of how to turn the pages of books and develop their language and communication skills as they listen and respond to parts of the story. Children also enjoy singing and action rhymes, which develop their language skills in a fun and exciting way.

Children in the Baby Buds room have their own small outdoor area, which can be accessed directly from their playroom. They use the slide and a selection of wheeled toys to extend their larger physical skills, in addition to splashing in the water tray and digging in the sand pit. Crayons and paper are available for children to draw and colour. However, the opportunities for mark making and creative messy play are not extensive for this age group. This limits children's opportunities to make marks with a variety of materials in preparation for early writing.

Older children in the Blossoms room enjoy a wide range of enjoyable, interesting and engaging activities and resources that prepare them well for school when the time comes. The room is arranged to allow children to access resources, which promote all areas within the Early Years Foundation Stage. Children play in the sand and water, draw and colour with pencils and create with the modelling dough. This supports their creative, mark-making and early writing skills. A theme on mini-beasts means that the children are learning about various creatures in the natural environment. Using magnifying glasses, children hunt in the soil outside for bugs they have looked at in the books and use pretend ants, spiders and grasshoppers to bury and search for while they play. During an adult-led activity, a small group of children enjoy a shared story. Staff understand that younger children find it difficult to sit still for very long and therefore, make story sessions interactive and age-appropriate. Children enjoy listening to a familiar caterpillar story where they explore various pieces of plastic fruit and talk about what the caterpillar ate in the story.

The outdoor area is accessed by these children for most of the day at the nursery. Children can choose whether to spend their time inside or outside, which promotes their independence. The outdoor area provides a good space for children to develop their large physical skills as they climb, run, jump and crawl through the tunnel. Children choose from a selection of wheeled toys to include small and larger bikes and trikes, scooters and push along cars. Wooden stepping stones and large tyres help children to develop their balancing skills, while playing with balls and beanbags develops their throwing and catching ability. Children are also able to explore the natural world as they dig in the soil and smell the lavender and other fragrant plants. They happily dig in the stone pit and fill and empty buckets, which helps them to learn the basics of capacity. Staff extend children's learning by encouraging children to count how many spades full of stones it

takes to fill the bucket.

All children have a learning journey, which records their progress and development during their time at the nursery and staff work closely with parents to share this information. Staff complete regular written observations and assessments, which detail the activities children take part in and the learning that has been observed. Next steps are identified for children's learning and these are used when planning activities. Staff have a good knowledge of their key children's personal interests, preferences and learning needs, which are considered when organising resources and experiences for the children. They are interested and keen learners and staff support their transitions both within the setting, to other settings or school.

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

Children's individual details are well known by the staff, who work directly with them. Parents have an informative discussion with staff before children start, which gives a clear insight into their individual needs and preferences. This information is used by staff and in particular the child's key person, to support them when settling-in at the provision. Transitions are managed well when children first start, between rooms and when children move onto other settings. 'All about me' sheets are updated during children's time at the nursery to ensure staff are up to date with their development at home. All children have a family photograph album that they can look at whenever they wish to, which supports them to feel settled and welcomed in the nursery. Medical and dietary needs are known and catered for, in addition to children's individual routines, for example, sleep times for the younger children. Children are confident and secure because staff promote their physical and emotional well-being by responding to their individual needs and providing them with reassurance and positive praise.

Children are developing a good understanding of healthy lifestyles. For example, children are encouraged to eat a range of healthy foods and snacks, such as fresh fruit, potatoes, beans, sandwiches and toast. Children develop their independence skills as they help to set the table for lunchtime, placing cups and cutlery at place settings. Older children pour drinks of water from a jug at lunch and snack time and have their own lidded beakers, which they can easily access throughout the day. Younger children are offered drinks regularly, they also help to pour drinks of water at snack and lunchtime and their own beakers are stored in the fridge in the room. However, these are not readily accessed by the children at all times. Children take part in regular physical exercise, such as moving to music and playing outdoors. Routines are in place to support children's understanding of hygiene, such as washing hands after using the toilet, after messy play and before eating.

Children have a good understanding about safety and reminders from the staff help them to realise the importance of appropriate behaviour, such as sharing resources, using kind hands and tidying away equipment when they have finished playing with it. Fire drill practises are carried out within the nursery, which support children to understand about keeping themselves safe in an emergency. Children learn about the wider world through discussion and activities. Resources, such as, books, dolls and instruments and celebrating

various cultural festivals, help children to learn about diversity. Children are respected as individuals and their family cultures and backgrounds are valued and celebrated within the nursery.

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

The management team and staff work well together, in order to provide a safe, happy and welcoming environment for the children, who attend. Staff throughout the nursery demonstrate a clear understanding of the Statutory framework for the Early Years Foundation Stage and provide children with interesting activities and experiences that promote learning and development across all areas. Staff's secure understanding of their responsibility to ensure the provision meets the safeguarding and welfare requirements makes sure that children are protected from harm. Children's safety and well-being is given high priority. Detailed written risk assessments are in place for all parts of the nursery and for outings. Recruitment and vetting are robust and staff have regular appraisals where they can discuss any concerns about children.

Relationships with parents ensure that children's care and welfare needs are known and catered for and discussions regarding their ongoing progress take place regularly. Parents are welcomed into the nursery to view their children's development folders. They are encouraged to complete 'wow' sheets to inform the nursery of any achievements their children have made at home. Extensive partnerships with other settings have been established, which means that the nursery is able to support children's individual needs. For example, staff have developed links with the attached nursery and primary school, in addition to other local primary schools. This enables them to discuss children's personal learning and development in advance of starting school, therefore, easing the transition for all. The educational programme is monitored to ensure that any gaps in children's learning are easily identified.

A detailed self-evaluation system identifies areas for development within the nursery. The manager and whole staff team work together to meet action plans and targets which they have set themselves in liaison with the local authority early years team. Ongoing improvements within the nursery enhance the experiences children have and the staff demonstrate a commitment to continuous improvement.

### **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
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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>	EY461658
<b>Local authority</b>	Sefton
<b>Inspection number</b>	912931
<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>	38
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Little Buds Lydiate Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 526 1708

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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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Piccadilly Gate  
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