

# Little Peoples Nursery

174 Havant Road, Drayton, PORTSMOUTH, PO6 2EH

## Inspection date

01/10/2013

Previous inspection date

19/06/2013

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

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 nursery effectively monitors and reviews all aspects of the provision through self-evaluation to drive improvement and maintain the very high quality.
- Robust and rigorous safeguarding procedures promote the children's welfare successfully.
- Information about all aspects of the nursery and their children's development is shared effectively with parents.
- All children are making rapid progress in their learning, particularly their communication and language development.

- Very young children have limited opportunities to pull themselves to a standing position or practise walking independently.

## 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 spent time talking to the owner, the manager, the staff and the children.
- The inspector observed practice in the baby room, the toddler room and the pre-school, both inside and outside.
- The inspector analysed a sample of children's learning journeys, planning, evaluation systems and policies.

## Inspector

Lisa Cupples

## Full Report

### Information about the setting

Little Peoples Nursery registered in 2010 and is a privately owned setting. The nursery is located in a house in the Drayton area of Portsmouth in Hampshire. All children have access to secure outdoor play areas. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 112 children on roll in the early years age group. The setting receives funding for the provision of free early education for two, three and four-year-olds. The nursery is able to support children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 16 members of staff and of these, 11 members of staff hold a relevant childcare qualification.

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

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

- provide more opportunities to enhance younger children's mobility skills as they begin to stand and walk independently.

## Inspection judgements

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

All children are making rapid progress towards the early learning goals in relation to their starting points on entry. The exceptionally knowledgeable staff team spend time observing what the children can do and analyse the information to identify the children's next steps. This information forms the basis of the comprehensive planning and ensures all activities are meaningful and interesting for the children. Assessment at all ages is accurate and the parents are fully involved at all stages. All children enjoy a vibrant and stimulating play and learning environment, with low level, clearly labelled resources that are easy for the children to reach. This increases and promotes their independence and decision-making skills from an early age. However, due to the layout of the room, very young children have few opportunities at this time to pull themselves to a standing position or practise taking steps and walking independently. Children enjoy high quality interaction from all staff and they effectively supervise and support the children throughout the day.

Children's spoken language is developing exceptionally well with the use of robust assessment. For example, tracking, monitoring and reviewing processes identified this as an area for improvement. Consequently, staff focus on communication and language and the children's progress has rapidly improved in this area. All staff ensure they are at the

children's level during activities. All activities involve lots of talking, engaging the children in purposeful conversations and repeating any new words slowly and clearly. This enables the children to practise their communication skills effectively in everyday situations. Babies and young children enjoy an extensive range of activities and resources, which enable them to explore their surroundings as they learn about the world. For example, staff prepare treasure baskets with different themes for the children to investigate. All children have many opportunities to mark-make and practise their emergent writing skills for different purposes, such as writing prescriptions in the home corner. Babies enjoy painting and mark making in the sand and gloop, and older children are able to write clear, recognisable letters as they write their names on their work. Children link letters to sounds, enjoy listening to stories and handle books correctly. All children use their imagination well during role-play activities and using small world resources. For example, children create characters and storylines, negotiating well with each other, as their own ideas develop. Staff facilitate this well, enabling children to collect appropriate resources from around the playrooms to extend their own learning. For instance, children collect bandages and stethoscopes, examining each other and bandaging limbs to make each other 'better'. Staff effectively question the children, using open questions, encouraging them to think about what they are trying to achieve. Children use mathematical language to describe volume, weight and position and the older children support the younger ones. For example, children play a game placing a ball behind, in front of, next to, above and below the seesaw in the garden. Staff introduce new vocabulary for the older children such as diagonal as they extend their mathematical vocabulary. Children recall past events and share their own experiences with others. For example, children talk about recent trips to the beach and their holidays and describe the things they saw. Children in the pre-school room demonstrate competent computer skills as they find chosen programmes, use the keyboard and control the computer mouse effectively. Consequently, all children are very prepared for school or the next steps in their learning.

All children benefit from the strong transition procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents consent, to ensure the children's individual needs are being met. Exceptionally strong links with the local schools enable older children to meet their new teachers before attending. Children are familiar with the school layout and the reception staff, making the transition to school as smooth as possible.

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

All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well, enabling them to meet their individual needs at all times. Children build very positive relationships with the staff because the staff teams and key people are consistent. Babies and young children feel secure in the setting and often hold their arms up for cuddles or snuggle in to staff when they have just woken up. Staff ensure they hold babies when they have their bottles, talking to them and making eye contact as they begin to develop relationships with them. Children of all ages laugh and giggle as they enjoy their time at the nursery, and learn without realising it because they are having so much fun. Children show high

levels of confidence and self-esteem as they question the inspector and examine the computer. Younger children confidently push buttons and smile as the letters appear on the screen.

Staff effectively support children's social skills from an early age. They are extremely positive role models and encourage the children to try new things at every opportunity. Staff introduce new vocabulary during activities and give the children time to repeat the words as they learn. Children are polite and use their manners at all times. Staff gently correct the children's grammar to further develop their spoken language and communication skills. Children demonstrate an awareness of how to use tools safely. For example, children remind others of the rules when using scissors at the craft table. Older children are able to explain exactly what happens during a fire drill, demonstrating a very good understanding of the evacuation procedures, following regular fire drills.

The management team ensure they maintain staff to child ratios at all times with qualified staff and those staff who hold appropriate first aid qualifications. All staff ensure any accidents or incidents are recorded in detail to meet the requirements, and parents are required to sign to acknowledge they have been informed. All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children show an awareness of good personal hygiene as they talk about 'washing away the germs' before lunch or snack. Older children talk about the types of food that are good for them and name some foods, which they should only have as a treat. Children enjoy a healthy and nutritious range of fresh fruit and vegetables during meal times. All children have access to secure outdoor play areas in all weathers and enjoy an extensive range of outdoor experiences covering all areas of learning. For example, children make a campsite with tarpaulin and chairs. They gather bark and pile it up to use as their campfire. Younger children negotiate ramps and climb through tunnels; they manipulate resources and develop good hand to eye coordination. Older children ride wheeled toys, use large-scale construction resources, such as crates and wooden planks, to build models and enjoy a range of ball games. Children learn about cause and effect as they roll golf balls through drainpipes and work out how to change the speed of the balls, by tipping and tilting the pipes.

Parents are fully involved with their children's learning from the moment they register with the setting. Key people spend time with the parents gathering information about the children's learning, development and welfare. This ensures staff can track the children's progress accurately because they have detailed information about their starting points. Parents have access to their children's records and are able to discuss their children's progress and make written or verbal contributions about their children's learning and development. Parents are able to extend their children's learning at home because staff share information routinely about what they are working towards with the children, and provide examples of home activities to support the children's learning. All parents have access to the full policies and procedures, including details of how to make a complaint if they are unhappy with any aspects of the nursery.

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

**provision**

Robust and rigorous safeguarding procedures ensure children's welfare is successfully promoted during their time at the nursery. All staff have completed safeguarding training to ensure they know how to implement the procedures if they have concerns about a child in their care. All children enjoy an extremely safe and secure play and learning environment because staff complete comprehensive daily checks and risk assessments. The entrance to the building is controlled via a buzzer system at the main gate to ensure no unauthorised person has access to the nursery. All areas of the nursery and outside areas are monitored via CCTV. All visitors are required to show identification and sign in the visitor's book, ensuring they maintain an accurate record of everyone coming into contact with the children. Meticulous recruitment and vetting procedures ensure all new staff and any apprentices are fully aware of their roles and responsibilities. All adults have been vetted to ensure they are suitable to work with the children.

The nursery has excellent evaluation procedures in place to monitor and review all aspects of the setting, from daily activities to the long-term vision of the management team and staff. The setting uses an electronic recording and monitoring system extremely effectively. All details about individual children's achievements are recorded and reports are run routinely to monitor their progress in all areas of learning. The manager runs additional reports to monitor any gaps between different groups of children, or individual key people's children to identify any patterns, particular strengths or any areas for development. This is effective and identifies the need to focus on the children's communication and language skills. All staff use the information, alongside the key peoples observations to inform planning and ensure it reflects the needs of the children at the time that is right for them. The management and staff team work together cohesively to drive improvement. They have changed the lay out of the rooms, following training about 'enabling environments' and the outside areas are continually developing to ensure children access an extensive range of outdoor learning opportunities and experiences.

Comprehensive performance management systems, such as one to one meetings and annual appraisals ensure all staff are monitored to indentify their strengths and any areas for professional development. All staff take responsibility for individual roles within the setting, such as the designated child protection officer, health and safety, behaviour management and the curriculum. This develops the staff team's motivation and self-confidence and they are all actively striving towards improving the setting for all the children who attend. This clearly demonstrates the provisions exceptional capacity to improve. The nursery has established extremely strong links with a number of agencies to support the children who attend. The nursery has very strong links with children's services, health visitors, speech and language therapists, and the local authority special educational coordinator, together with development workers, local schools and other early year's providers. Consequently, the leadership and management of the setting is outstanding and procedures ensure all children receive the right support at the right time for them.

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

<b>Unique reference number</b>	EY410617
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	935531
<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>	60
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Little Peoples Nursery (Portsmouth) Ltd
<b>Date of previous inspection</b>	19/06/2013
<b>Telephone number</b>	02392780099

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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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