

Little Scholars (Sunnyhill)

12 Wellesley Avenue, Littleover, Sunnyhill, DERBY, Derbyshire, DE23 1GQ

Inspection date

09/10/2013

Previous inspection date

07/02/2013

The quality and standards of the early years provision

This inspection:

2

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 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 stimulating and enjoyable first-hand learning experiences by staff who know them well and have a good understanding of how children learn. Therefore, children's individual learning and development needs are enhanced and they make efficient progress.
- Close relationships and attachments with staff ensure children are happy and secure and, as a result, they are fully involved and confident at the nursery.
- High priority is given to protect and safeguard the welfare of the children. This is evident through effective practices that successfully promote children's safety and well-being.
- Partnerships with parents are superb. The effective sharing of information and excellent involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and met very effectively.
- Management are highly committed to ensuring that children receive the best experiences while in the nursery and families are supported. They have put in place effective systems to ensure a quality service, so that children make good progress.

It is not yet outstanding because

- There is scope to develop how the range of resources are presented in the home corner, so that children's imaginative play and self-expression is heightened.

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.

Inspection activities

- The inspector observed interactions between the staff and children during activities both indoors and outdoors.
- The inspector supplemented all observations with pertinent questions.
The inspector looked at samples of children's assessment records, planning documentation, the nursery's self-evaluation forms and a range of other documentation.
- The inspector held discussions with the management team, staff and children.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full Report

Information about the setting

Little Scholars (Sunnyhill) is part of Little Scholars Limited. The nursery was registered in 1998 on the Early Years Register. It is situated in a converted two storey building in Sunnyhill in Derby, Derbyshire and is a privately owned limited company managed by directors. The nursery serves the local and surrounding areas. There is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The manager holds Early Years Professional Status and is also a Fellow of Higher Education. The nursery is supported by its own training manager. The nursery operates Monday to Friday all year round, except for bank holidays, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 28 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further opportunities to heighten children's imaginative play and self-expression by, for example, considering how resources are presented in the home corner, therefore enabling them to make the best use of what is available.

Inspection judgements

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

Children thrive and are well motivated to learn in this nursery. The good teaching throughout the nursery ensures children are making strong progress in their learning and development. The staff have effective skills and knowledge of the learning and development requirements and a high understanding of how children learn. Children are provided with motivating and exciting experiences that help them to make good progress across the seven areas of learning. There is a high focus on the prime areas of learning and a good regard for the specific areas of learning, all of which ensures children are well-prepared for entry into school and their future learning.

The nursery has a strong philosophy of extending and promoting children to learn by building their self-esteem and offering them the freedom to make their own choices and explore independently. All children's learning and development needs are met well

because staff move around the room, providing individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. In addition, staff are skilled at stepping back to allow children to experiment and discover for themselves and when to guide, support and encourage. Consequently, children make good progress in their learning.

The stimulating environment, both inside and outside, ensures that all children gain a rich and purposeful learning experience. There is scope to develop this further as the presentation of the resources in the home corner does not heighten children's imagination as the resources are stored in boxes, of which the children can self-select, but this makes it less inviting and overall tends not to promote the children to engage fully.

Activities are planned individually for each child to meet and extend their learning needs. Planning is focussed on children's ideas and interest and there is a high focus in following their lead with activities. For example, children's interest in sea life is fully supported and extended as they use the computer and books to research creatures that live in the sea. They investigate how sharks move and the shapes of different creatures, such as jelly fish. Imaginative small world sea creatures are introduced into other activities, including cornflour and water. Here children consider how the different creatures move. A theme is introduced and children have opportunities to watch videos of sea creatures.

Effective procedures are in place to observe, assess and plan for children's individual progress. Comprehensive observations and assessments, summative reports and the progress check at age two makes sure children are reaching their expected developmental stages and are making good progress. Staff are knowledgeable about each child's stage of development. Procedures for monitoring children's starting points are effective in tracking the progress they make over time and involve parents' contributions well.

The staff and parents work very well together to enable the children to make good progress in their learning and development. Parents are proactively encouraged to contribute extensive information about their children. Staff then use this information, along with their own observations, to best effect in assessing the children's developmental starting points and what they need to learn next. This is the start of an ongoing process, which very effectively involves the parents in their child's learning. They share excellent two-way communication about children's progress and development, including parent information sheets about activities. The children's learning journey records are easily available to parents. Home activity bags, with activities that can be easily completed at home and song and stories sacks, are easily accessible. Within this, parents feedback about the activities are recorded in a comments book. In addition, extensive social events are used to enhance partnerships with parents and extend children's learning at home. Very careful consideration is given to the times and days of the events to make sure parents are able to attend. For example, at weekends, parents and children are invited to a local park to enjoy a 'Bear Hunt' picnic. They explore in the woods and seek out the 'bear' together. A family visit to a local farm park enriches the children's learning about animals. Additional activities are offered to promote the children and parents learning together.

Children's language and communication is fostered efficiently by staff extending their vocabulary and thinking, as they ask open-ended questions and listen carefully to the children's responses. Babies' and younger children's communication skills are enhanced as staff talk with animation to them during activities and routines. The wide use of pictures, photographs and the written word, including children's names and quotes, assists them in early reading and writing. Staff extend children's recognition of number and counting in everyday play and through activities and displays. For example, a number display uses everyday objects, such as a pair of gloves for the number two. Children effectively explore texture and extend their sensory awareness through activities. For example, young children experiment with long, silky ribbons and explore texture as they play with home-made 'moon sand'. In addition, they learn control as they try to put the 'sand' in bottles. Children learn about nature, as they explore the digging area outside and monitor the wormery. They seek out and investigate insects in a wood log area. In addition, this is also used to build a 'bear den'. Younger children visit the park to feed the ducks. Photographs are taken and used in the nursery so they can refer back to them.

Information is shared effectively with other professionals, if appropriate. This is in order to identify and support individual development needs of each child and to help support their continued progress. The nursery works effectively with specialist agencies and parents, to ensure children receive an individualised supportive service. Changes in the children's lives are prepared for very well, as detailed transition documents, with the involvement and support of parents, are completed. Consequently, continuity and progression of children's learning and development, including those children who speak English as an additional language, is fully supported.

Older children are carefully prepared for school, as the staff proactively promote independence and group skills. For example, children undertake appropriate jobs, including helping to tidy away and sweep the sand. They learn to sit and listen attentively during group sessions and are supported well to become independent with their dressing. They become used to routines, such as at mealtimes and they understand about waiting their turn for activities. Staff discuss possible routines and go with the children to visit the school. This reassures and prepare them well.

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

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this welcoming provision. They make a smooth transition from home to the nursery, as a result of an effective key person system and settling-in process. Parents are consulted throughout and staff work hard to build a good relationship with them. The nursery has a strong ethos of supporting the family and, as a consequence, children's well-being and learning is enhanced. Parents are also asked to provide written information about their child, sharing their understanding of what their child can do. This enables staff to identify children's likes and dislikes and assess their abilities. As a result, staff quickly get to know children's individual characters, their strengths and their areas for improvement. In addition, children's transitions within the nursery and on to other settings are carefully considered and provide them with the confidence and skills to securely prepare them for handling new situations.

Throughout the nursery, children are happy and well-settled. They are confident, as they engage in conversations with staff, visitors and each other. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are attentive to the children, as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Staff know the children very well and therefore are able to meet their care and learning needs effectively, including those children who speak English as an additional language and those who have special educational needs and/or disabilities. Children thrive in the nursery and enjoy the different experiences offered, as staff give consistent support and provide an environment that meets their learning and development needs well. Children's work and photographs of them participating in activities in the nursery and at home are attractively displayed, which contributes to their self-esteem and sense of belonging.

Children behave well and the staff tailor their behaviour management to take account of children's ages and stages of development. They respond very positively to the staff's clear instructions and reminders to share and take turns. Staff fully promote children's sense of belonging. For example, a 'Me, myself and I' theme explores children's individual family, culture and religion. This is extended to cover other cultures and religions. In addition, children learn about their community, as they visit local places of worship, including a church and Sikh temple. They learn about other cultures and people through planned and spontaneous discussion and activities. Response to the individual care and learning for children, including those who speak English as an additional language, is of a high level. Their learning and development is well supported and ensures they can fully participate and be involved in the setting.

Children develop an understanding of the importance of physical exercise and a healthy diet. There is an established cook who prepares meals on the premises, using fresh ingredients. Menus are varied and aim to give children different taste experiences. In addition, 'food displays' encourage children to consider healthy eating. All children have daily access to the outside area and regularly visit the local park, where they have fresh air and exercise. Children learn about keeping safe through consistent reminders by the staff and safety activities. For example, all of the children are involved in learning about safety in the home. This is supported by displays using children's work and quotes about why it is important. Older children learn to use tools safely as they undertake woodwork using real wood and tools. This experience is enhanced as they visit the local ironmonger to select the wood, nails and tools needed.

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

This is a well-led and managed nursery. Management is highly involved in the practices of the provision and have high expectations of the staff. They take great interest in the delivery of the Statutory framework for the Early Years Foundation Stage and how staff are implementing it through their regular, focused monitoring of staff practice. Appraisals are held for all staff and the observations, made by management of staff and by peer-on-peer observations of performance, clearly focus on their professional development. This

ensures they are able to maintain and improve their already strong knowledge and practice. Staff training is well-embedded and managed, ensuring that all staff have the skills to meet children's needs. The planning of activities and children's progress is tracked effectively, to ensure that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary. All of this means that children's needs are quickly identified and well met.

Children's well-being and safety is effectively supported, as the nursery has robust staff recruitment procedures and effective ongoing suitability checks that ensure they are suitable for their role. Staff and students undertake an inclusive induction procedure, which clearly identifies their role and responsibilities. Staff have a strong, secure knowledge of child protection issues. This is enhanced by safeguarding and child protection training. This ensures that staff are confident about the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is well assured as the premises are secure and robust safety and security procedures ensure children are protected. In addition, efficient safety procedures, routines and detailed risk assessments enable staff to provide a safe environment.

There is a wide range of policies, procedures and records, including effective, well-maintained accident and medication records, which are reviewed on a monthly basis during management meetings. Procedures for the care of children after they have had an accident and for the administration of medication are clear, efficient and effective. Parents are quickly informed of any accidents and are given clear advice, such as gaining medical advice, if appropriate. In addition, parents sign and are able to make their own written comments on the accident records, which are consistently completed. Staff support the nursery philosophy of preparing children to be social, responsible people and to learn about respect and care for each other by supporting them to take responsibility for their own actions and behaviour. Staff step back to allow the children to resolve their own differences and disputes. Within this they are alert and responsive to monitor situations and intervene when necessary. They readily explain to the children about what and why some behaviour is not acceptable. Consequently, children are effectively learning about social responsibility and self-awareness.

The excellent partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, this ensures they are confident to leave their children in the nursery's care. There is a high level of communication with parents, which ensures continuity of children's care, learning and development. The two-way sharing of written and verbal information, enhances parents' experience and extends children's learning. In addition, the nursery is proactive in involving families in events, such as a grandparent's event. Extended family members are invited to attend the nursery and be involved in activities that promote learning through play and social activities.

Children's well-being is promoted strongly, as the nursery has effective monitoring and evaluation in place. The management constantly pursue excellence within all areas of the nursery. All staff are included in the self-evaluation process of the provision. Parents views about all aspects of the nursery are sought by a suggestion tree, where parents can record their views and responses are posted on the tree. In addition, there are Parent

Forum meetings and individuals can speak to the management of the nursery to share their views or raise any concerns. Children have an active voice in sharing their ideas and opinions about the nursery are readily sought. This all ensures that parents and children have a real say and effectively, alongside the nursery management and staff, ensure the nursery continues to provide quality learning opportunities and care for children.

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	509199
Local authority	Derby, City of
Inspection number	938246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	28
Name of provider	Little Scholars Ltd
Date of previous inspection	07/02/2013
Telephone number	01332 271608

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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
Store St
Manchester
M1 2WD

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