

Little Champs Nursery

Belper Street, LEICESTER, LE4 6ED

Inspection date	15/10/2013
Previous inspection date	13/06/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Risk assessments are not effective and do not identify serious hazards that put children's safety at risk.
- The provider fails to ensure the safety and well-being of children in the nursery's care. The door is left unlocked and as a result, the security measures are inadequate.
- Written permission is not obtained for the administration of prescribed medication and the provider does not record information about the medication.
- A few staff do not follow policies and procedures and do not know how to provide appropriate care. Therefore, the needs of children are not consistently met.
- Outdoor learning does not offer children sufficient depth and breadth across all seven areas of learning and development and children do not experience it in all weather conditions. This means that a legal requirement is not met.
- The quality of provision for babies is poor. Limited space restricts their mobility and their specific needs are not met at lunchtime because staff do not include them in the group. Some staff do not know how to provide appropriate care.
- Staff do not always encourage children's independence skills.

It has the following strengths

- Partnership with parents is a strength. Some staff have a genuine interest and understanding of children and their families and involve them in the setting.

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 a tour of the setting and saw children playing
- The inspector had a meeting with the manager and parents
- The inspector spoke to staff and children
- The inspector reviewed policies, procedures and documents.

Inspector

Samantha Faulkner

Full Report

Information about the setting

Little Champs Nursery was registered in 2012 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is located in Leicester City and operates from a converted three-storey building. Children have access to the ground floor only. There is an area for outdoor play not directly accessed from the nursery. The ground floor of the premises can be easily accessed by all children through a level entrance lobby directly from the street pavement. The nursery is privately owned and managed serving the local area.

The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery receives support from the local authority and is registered to care for a maximum of 70 children at any one time, all of whom may be in the early years age range. There are currently 30 children attending, who are within this age group.

The nursery opens every day, all year round, with the exception of public holidays. Sessions are from 6am until 8pm and children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children and it supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure written permission is obtained prior to administering medication to children and relevant information is recorded
- implement a rigorous system of risk assessments to easily identify potential hazards, such as the security of the premises
- improve the breadth and depth of the outdoor curriculum and improve children's access to the outdoors in all-weather conditions, so that children can enjoy planned outdoor play on a daily basis
- improve support for babies' personal, social and emotional development, by providing opportunities for them to interact with and be included in the group at mealtimes, strengthening their sense of belonging
- ensure that the indoor space requirements are met and meet the needs of babies
- ensure that staff are appropriately deployed to meet the needs of children at all times and that staff follow the policies and procedures to secure consistent practice.

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

- develop the independence skills of older children, for example, by encouraging them to serve themselves at mealtimes or by pouring their own drinks.

Inspection judgements

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

Staff knowledge of the Early Years Foundation Stage is inadequate. Not all staff understand how children learn and develop, which has a negative impact on the teaching. For example, a member of staff in the toddler room is unable to engage children in the book corner, she does not connect with children nor does she appear enthusiastic to teach young children. The same member of staff has a poor knowledge of babies' development and as a result, she rocks a baby too hard while trying to get them to sleep, putting the baby at risk.

Staff at the nursery provide a satisfactory range of toys and resources. There is a balance of adult-led activities and time for children to free play. The nursery is welcoming to

parents and visitors, with well-linked displays and information about children's learning and planning. The pre-school and toddler rooms are spacious, giving room for children to move freely. However, the baby room is small and during sleep times floor space is limited. This restricts the opportunities for babies to crawl or pull themselves up on the side of furniture. All children join together for snacks and meals in the pre-school room. While this is an opportunity for children of different ages to mix, the needs of babies are not being met. Highchairs are lined up at the end of the room in such a way that babies do not have the opportunity to socialise with any children or to be part of a group. As a result, some babies become unsettled during mealtimes.

Staff make suitable observations and assessments on children and use these to inform their weekly planning. They consider children's interests and next steps and provide varying degrees of difficulties in activities to challenge children. For example, staff support children's learning of colours and shapes in the pre-school room by providing a wide range of puzzles as a means of teaching. Staff communicate effectively to each other when observing children's learning. For example, a child in the toddler room participates in free painting and holds the brush to make marks in paint. This is good progress for that particular child and staff discuss which hand they use and what marks they make. This is recorded to inform future planning. Staff and parents work together to support children's learning. Parents are involved in their child's starting point by sharing information from home about what the child likes, food they enjoy and toys they enjoy playing with. Staff carry out meaningful observations to conduct an initial assessment of children. As a result, planning is effective and inclusive for all children.

Communication and language is adequately supported at the nursery because most staff listen to and respond well to children. Many children speak English as an additional language and most staff themselves speak more than one language. They mainly speak English to children. However, at times, staff switch to the child's home language to explain an instruction or to comfort them. As a result, children are settled and form good bonds with all staff. Children enjoy an activity with flour. A child moves a toy car through the flour, leaving tracks in the tray. Staff use these marks to develop children's speech and language through effective questions and pausing long enough for children to think of the words they need to use to describe their tracks.

Regular opportunities for vigorous and energetic exercise are limited and children do not experience a sufficiently wide range of learning in the outdoor area. This is because the outdoor area is not directly accessible from the nursery and staff do not take children outside in inclement weather. This means that a legal requirement is not met. Nevertheless, children have opportunities to develop their physical development throughout the day. Staff provide opportunities for climbing and riding bikes and for handling and moving smaller objects. For example, a child sits engaged with a shape sorter, concentrating to find the correct hole to pass objects through. In the pre-school room, children build towers with the blocks, stacking them on top of each other and then knocking them over.

Parents are happy with the teaching at the nursery and they feel that their children are making good progress. They know what their children are learning because staff share their learning journeys and take the time to explain what children do. Parents attend a

family fun day and are able to participate in activities with their child, while staff explain which areas of the Early Years Foundation Stage they are addressing. Parents enjoy this time and value the opportunity to see their child learning.

Staff are starting to support children for school. The manager has initiated contact with local primary schools and staff build on key skills needed for a smooth transition. For example, the pre-school staff encourage children to sit in groups at circle time and during activities and are starting to encourage children to take ownership of their coats and shoes. Due to the layout of the building children cannot get their coat themselves but they are encouraged to put them on and zip them up on their own.

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

Children play outside in an area close to the nursery, which is only accessible to children at the nursery. While the manager has secured this area for children it does not offer all areas of learning and development to children, so children's opportunities to learn outside are limited. In addition, staff do not take children outside if there is inclement weather. Parents express a concern that children may get wet or poorly, however, staff have not challenged this nor considered alternative ways to protect children's health, while allowing them to experience first-hand a range of weather conditions. Children are encouraged to stay healthy by using a large climbing frame and bikes. Children take great delight at reaching the top of the climbing frame, they call to staff who praise them. As a result, children's self-esteem is promoted.

Children make bonds with most staff. The key person is knowledgeable about their children and in particular has a good understanding of their care routines at home. This is because partnership with parents is a strength for this nursery. Staff do have forms for parents to complete and they make the time to help parents complete these because English is not the first language for many parents. Staff are able to offer mums that are still breastfeeding the opportunity to come to nursery to feed their children. As a result, children feel emotionally secure. For example, a child is upset as they have only just started at nursery. They seek out their key person who is able to reassure them and they are comforted by the key person cuddles. This emotional security will help children settle when they start school.

Care routines at the nursery are starting to promote children's independence and an awareness of how to stay healthy. Children ask to use the toilet as they need to be escorted due to the layout of the building and they are reminded to wash their hands before eating. Children are able to put on their own coats and shoes, however, their pegs are not accessible to children, therefore, staff have to collect them all at the same time. Children do not practice the routines of hanging up their coats in preparation for school. Children all come together at mealtimes, however, practice to promote independence varies between staff. Occasionally, children help to set the table or serve their own food, however, for the majority of the time, children are served by staff. Therefore, opportunities to count the plates and learn the colours of the cups are lost. Children are not able to develop their confidence and independence through pouring their own drink.

Staff promote healthy eating to children. The nursery provides a full vegetarian menu, which is freshly prepared on site. Staff discuss which foods are good for children and support this through a game for children in the pre-school room to play. Children have individual boards and turn over picture cards of different foods. They keep the good foods and post the bad ones. Children are knowledgeable about which foods to keep and confidently discuss with staff the foods that are bad for them and why. They make their own fruit salad and are able to try new tastes. Children's good health is promoted by a clear policy on the administration of medication, however, staff are unsure how to implement this policy and as a result, parents' permission is not gained prior to giving medicines. Information about medicine is not recorded and at times staff administer un-prescribed medication. As a result, children's health and safety is put at risk.

Parents notice an improvement in their children's behaviour at home and are supported by staff with advice of how to deal with incidents at home, so there is continuity between the nursery and home. As a result, children behave well. Staff respond to behavioural issues by getting down to the child's level and explaining, in the child's words, why they need to behave differently and how to be good friends and be nice to everyone. Children are aware of how to keep themselves safe at nursery. Staff use puppets and books to introduce stranger danger and road safety and the local police visit with a van to support this learning. Staff remind children not to run and discourage them climbing onto a long bench in the toddler room. However, staff do not take enough steps to ensure children are safe at nursery. Daily health and safety tick lists are ineffective as they do not identify a radiator in the pre-school room that is dangerously hot to touch. Staff leave the rear door to the nursery unlocked when they leave the building to take children out to play. As a result, an intruder is able to enter the nursery or a child leave unsupervised.

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

The management of the nursery is weak. The manager is confident in her ability to manage and policies and procedures are well written, showing an understanding of the safeguarding and welfare requirements the Early Years Foundation Stage. However, they are either not understood or not adhered-to. For example, the policy for risk assessments states that when the nursery employs five or more staff or volunteers, that risk assessments must be written and include information about how to reduce hazards. The nursery has not done this. As a result, the security of the rear door was not comprehensively assessed nor the administration of medication. A list of hazards is checked daily by staff. However, the radiator was not identified as being too hot by staff and the manager could not find records of the checks for the outside area or for outings undertaken by children. As a result, children are not kept always kept safe.

The manager monitors the educational programme. She checks planning in the rooms and children's learning journals and has a hands-on approach in all rooms. The manager is generally able to identify any gaps in teaching and supports staff with training requirements. Staff practice is monitored through regular supervision and appraisals with

the manager. However, deployment of staff does not always meet the needs of children. Most staff enjoy interacting with children and show enthusiasm to ensure children make suitable progress, but not all staff are comfortable in some rooms and appear out of their depth. The manager is aware of this. However, all staff are required to help in all rooms. Consequently, children are not supported to make good progress .

Staff suitability is thoroughly checked and staff inductions ensure they are familiar with safeguarding procedures. Staff and the manager are knowledgeable about the signs and symptoms of abuse and what to do in the event of allegations. Staff are aware of their responsibilities to inform the manager of any changes to their suitability or any medication that may affect their ability to work with children. Ratios are maintained and the nursery has implemented a system of clocking in on a machine to ensure she has an accurate record of staff attendance. The building is fitted with closed circuit television that monitors all of the rooms in the nursery. The manager does not monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. Completed forms are stored in the rooms, so she does not have an overview of the accuracy of documents. As a result, the lack of signatures and information on medication forms was not identified nor was the ineffectiveness of health and safety checks.

The manager completes a self-evaluation of the nursery. Staff contribute ideas at regular staff meetings and parents are able to share their views through questionnaires and a comments box. The evaluation process is not yet fully embedded. The manager completes an annual development plan, which staff are not involved in. This is completed with the deputy and is shared with staff.

Partnership with parents is a strength. The manager displays a policy of the month on the noticeboard, so it enables parents to gradually become familiar with their requirements to meet the Early Years Foundation Stage. The manager considers translating the policies and procedures into Hindi to support the majority of her parents. This demonstrates a good understanding of supporting all children and families that attend, making this an inclusive setting. Staff celebrate different festivals and dress-up in traditional costumes to help children understand the wider community. The nursery is breaching the requirements of the Early Years Foundation Stage with regards to children's safety and health and actions have been raised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep records of any medication administered together with a record of parents' consent (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep records of any medication administered together with a record of parents' consent (voluntary part of the Childcare Register)

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	EY450816
Local authority	Leicester City
Inspection number	938700
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	30
Name of provider	Little Stars Nursery School Ltd
Date of previous inspection	13/06/2013
Telephone number	01162 415173

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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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