

The Little Village Nursery

41 Woodlands Road, Lytham St. Annes, Lancashire, FY8 4ER

Inspection date	05/08/2013
Previous inspection date	21/12/2011

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 form close relationships with each other and their key person, which helps them feel safe and secure in the nursery. Partnerships with parents, carers and other professionals are strong and, as result, children make good progress in their learning and development.
- Children behave very well. They play together and develop good friendships. This is because staff support children well through clear explanations and encouragement.
- All staff place high importance on children's welfare and safety. Effective policies and procedures are in place and implemented by staff. This means children are well protected.
- Children choose freely from a wide range of activities both inside and outdoors. This supports their growing independence. Well-planned, purposeful activity engages children in learning and helps them to make good progress.

It is not yet outstanding because

- Sometimes staff do not give children the time to think things through or find a solution to a simple problem for themselves. This means children's creative thinking and problem solving skills are not always fully supported.

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 looked around the nursery including outside.
- The inspector carried out observation of the children and staff interaction during activities.
- The inspector spoke with the manager, provider, staff, and children at various times throughout the inspection.
- The inspector looked at documentation. This includes children's records, policies and staff files.

Inspector

Sandra Harwood

Full Report

Information about the setting

The Little Village Nursery was registered in 1995 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a two-storey detached building and is owned by a limited company. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to level 6. The provider/manager holds Early Years Professional Status.

The nursery opens Monday to Friday all year round from 8am until 5.45pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enable all children to develop their problem solving skills through giving them time to think things through and find simple solutions for themselves.

Inspection judgements

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

All children and their families receive a very warm welcome in to the nursery. The children actively engage in the wide range of activities from when they enter the nursery. Staff record accurate and regular observations of children. The recent introduction of a clear system for planning ensures every child is challenged and provided with activities best suited to their learning needs and abilities. As a result, children develop the skills and attitudes to ensure they are well prepared for their next stage of learning, such as moving onto school. Comprehensive information, gathered as children begin at the nursery, helps staff prepare and support them on entry. This continues as parents and staff routinely share information about home events and interests through a range of ways that helps parents be involved in their children's learning.

Children are becoming confident communicators. Children across the age ranges use the environment in an exciting way as they make marks with crayons and pencils on table activities or use the clip board in the hospital role play as they write prescriptions. Children make links from their experiences at home and use this to fire their imagination as they look after the 'dog' and make pasta and 'glue cake' for the 'dog' to eat. They use their imagination along a theme, for example, playing at being in hospital. Staff recently introduced this role play at the children's request. This interest was sparked through the children's interest in bandages and discussions about the first aid course the staff had been on.

Throughout all activities and interactions, staff praise children and are skilled at supporting children's communication and language skills. Staff working with babies and toddlers routinely mirror, repeat and extend children's language skills. This supports children to make good progress in their communication and language including those with English as an additional language. Staff invite parents into the nursery to share information with the children about their own traditions and home language, such as through songs or cooking activities. As a result, children learn to value their own culture and those of others. Pre-school children confidently demonstrate their understanding of linking sounds with the letter shape. For example, a child recognises that the shape of the tyre is like the letter in his name as he proudly identifies this and informs everyone it's like an 'O'.

Children across the age ranges have continuous access to a wide range of resources and play materials. Children play a purposeful role in their learning, initiating games and activities which are well supported by staff that have a good understanding of how young children learn. Children decide they need to add water to the sand so they can make castles, others explore the magnetic marbles and rods. Staff fully support children's chosen activities and, as a small group, work together with the children to create interesting structures. However, staff sometimes do not give children time to think creatively and work things out for themselves. For example, instead of encouraging the children to think how they can work together and find their own way of moving a tyre in the garage staff provide their own solution to the problem.

Children have access to a range of creative media, such as dough, glue and paint. Pre-school children share their knowledge of mixing paints and the colours they create, while younger children enjoy using sponges or brushes as they explore the paint. Staff build on children's understanding of numbers and mathematical terms as they routinely and confidently use them throughout activities. Children competently use computer programmes to further enhance this knowledge, for example, as they count the rabbits as they appear on the screen.

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

The warm, welcoming environment ensures all children feel safe, secure and valued. They are developing friendships. The strong relationship with their key person, other staff and peers enables them to explore the environment with confidence, enthusiasm and growing independence. Children confidently use a wide range of resources and equipment as staff

plan the layout of the rooms and outdoor environment carefully to allow children to move freely and in safety. Children develop a good awareness of how to keep themselves safe. For example, a visit from the police promotes children's understanding of safety when children visit local attractions in the community. Children behave very well in the setting because they are effectively supported by staff who are positive role models. They respond well to praise, encouragement and age appropriate explanations which helps develop their confidence and understanding of expectations. All children are encouraged to be gentle and caring towards each other. Older children demonstrate this as they carefully hold hands with very young children and support them as they dance around the room. All children, including the very young ones are helped to develop their understanding of safe risk. For example, staff support them as they climb the steps of the soft play slide for the first time and slide down independently.

Children's good health is well promoted. Children are encouraged to make healthy choices ably supported by staff that join in mealtimes and use these opportunities to talk about healthy eating. They enjoy physical activity both indoors and outdoors in the nursery. Outdoors, children explore the variety of textures and levels where they can climb, dig, or develop their skills as they use the wheeled toys. Inside, they dance together or use the soft cubes to cooperatively create towers and laugh together as they fall down.

Transitions between rooms in the nursery are well supported as children of all ages mix on a daily basis both during play and at mealtimes. A well-established partnership with the local school enhances children's transition to school through exchanges of information and visits.

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

Children are protected and safeguarded effectively. This is supported through the clear policies and procedures that are in place to ensure those working with children are safe to do so. The safeguarding policy is effectively implemented, and staff continually update their knowledge to ensure they are well informed about their role and responsibility in keeping children safe from harm. Effective risk assessments are carried out and mean that children move freely and safety within the nursery and when on regular outings.

Policies and procedures are shared with parents, which help them to understand how the nursery is run. For example, an appropriate sickness policy covers when children should not attend due to illness.

All staff are enthusiastic, capable and competent in their specific roles and responsibilities. Their ongoing suitability is continually assessed by the manager through regular, supervision, annual appraisals and sharing observations of staff in their work. All staff are eager to progress their own knowledge and take opportunities on offer to attend training. They use this new knowledge to enhance all aspects across the nursery. Careful monitoring of the planning and activities ensures there is a broad range of experiences that help children progress in their learning and development.

Parents are involved in the self-evaluation as they complete questionnaires about their views of the practices of the nursery. Peer on peer guidance along with staff evaluations and local authority input further add to the evaluation process and identify areas for change. For example, the introduction of a new planning system enables staff to identify children's individual needs more clearly.

Staff work closely with outside professionals, where children have an identified need. They follow their advice, attend meetings and follow individual plans for the children. This ensures their needs are met appropriately, which enhances and supports their learning. There is a strong relationship with parents, which contributes to children's well-being and sense of belonging. Parents speak positively of the nursery and the staff, stating that they are kept well informed about children's progress and feel confident to raise any concerns with staff that they might have.

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

Unique reference number	309638
Local authority	Lancashire
Inspection number	915118
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	32
Name of provider	The Little Village Nursery
Date of previous inspection	21/12/2011
Telephone number	01253 732 416

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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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