

Little People of Habergham

Padiham Road, BURNLEY, Lancashire, BB12 6PA

Inspection date	13/11/2013
Previous inspection date	28/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Practitioners create a vibrant, welcoming and accessible environment. Consequently, children develop a strong sense of belonging and show good levels of independence, engagement and concentration.
- Practitioners in the toddler and pre-school room effectively extend children's language for thinking and imagination. This results in children being inquisitive, testing out ideas and communicating confidently in a range of situations.
- Children are effectively safeguarded as a result of robust policies and procedures including child protection training for all practitioners and the stringent security of the premises.
- Strong relationships are established with parents and effective channels of communication ensure there is a consistent and shared approach to children's care and learning.

It is not yet outstanding because

- Practitioners in the baby room do not always extend and support children's curiosity and learning through lively approaches and engaging conversation, in order for them to make connections in their learning.
- There is scope to develop the range of open-ended and flexible media and materials available to babies and toddlers, in order to enhance their natural curiosity and ability to make connections through their exploration and investigation.

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 observed activities in the two main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held meetings with the manager, deputy manager and the provider.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Little People of Habergham opened in 2004 and is one of a group of nurseries privately owned by Just Childcare Limited. It operates from converted church premises on the main A671 through Padiham in Lancashire. It serves the children of the local and wider areas and is accessible to all children. The nursery opens five days a week from 7.15am to 6pm, excluding Good Friday, Easter Monday and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two rooms and they have access to an enclosed outdoor play area. The nursery has a pet rabbit.

There are currently 36 children on roll in the early years age range. The nursery provides funded early education for two- three- and four-year-old children. The nursery employs eight members of childcare staff including the manager, all of whom hold an appropriate early years qualification at level 3. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the consistency of the quality of teaching so that all children benefit from high quality and motivating adult interaction that ensures they make optimum progress in their learning and development

- review and enhance the learning environment in the baby room, in order to provide a greater range of rich and imaginative natural resources that can be used, moved and combined in many different ways.

Inspection judgements

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

Practitioners create a bright, vibrant and accessible learning environment, which stimulates children's imagination, curiosity and exploration, especially in the pre-school and toddler room. Although the best use is not always made of space and resources in the baby room to fully motivate and engage babies and toddlers. This is because, although resources are plentiful, mainly plastic toys are available. These do not fully foster babies' and toddler's interest in sensory materials so that they can explore different textures and engage in more open-ended and imaginative play. Children's interesting artwork and creations are attractively displayed, demonstrating to children that what they do is valued, and the wide array of photographs enables children to recall and talk about their

interesting experiences. The varied range of low-level toys and good mix of adult-led and child-initiated activities means that children have ample opportunities to explore on their own, make discoveries and solve problems. Consequently, they are acquiring the skills and capacity to develop and learn effectively and be ready for next stages in learning, such as school. Older, more able children develop their own ideas as they engage in active learning, for example, as they play with the dough, create a collage and make 'cakes' in the exciting outdoor mud kitchen. As they do so, practitioners enthusiastically engage with the children to motivate, support and extend their learning. For example, they talk about the patterns children are making with the glitter and ask children what kinds of cakes they are making and what they need to make these. As children carefully carry the watering can to add water to the mud, practitioners model being 'a thinker' as they and children find out what happens as the texture changes. Consequently, children's skills in creating and thinking critically are ignited.

Children are progressing well towards the early learning goals as a result of precise observation, assessment and planning by practitioners. An accurate assessment of children's prior skills, knowledge and understanding is gained on entry to the nursery. Following this, regular and detailed assessments are completed from effective ongoing observation, including through learning stories and a significant comments document. Each child's identified next steps and interests are reflected in detailed planning, which ensures educational programmes have depth and breadth across the seven areas of learning and meet children's individual needs. They include interesting first-hand experiences, which help children to consolidate their learning through 'doing'. For example, children make bread with the visiting baker, different creatures are brought in for children to investigate and compare, and children visit the farm and help care for the nursery rabbit. Regular parents' evenings effectively update parents on their child's progress, as do individual reviews, completed every 12 weeks. These enable parents to support their child's learning at home, in order to help children make optimum progress. They are actively encouraged to access their child's record of learning and share information about their child's learning at home. For example, they can add comments to the 'Special Mention' tree and parental observation sheets. Resources, such as the weekend bear and diary, and story sacks, further involve parents in children's learning, and they are encouraged to contribute to topics. For example, they bring in tickets as part of a theme about travel.

Children's communication, language and early skills in reading and writing are fostered well by practitioners. Children recognise print carries meaning through the wide array of labelling in their environment and activities that promote their hand and eye coordination are promoted indoors and outdoors. For example, children pour water down the plastic guttering, thread using the builders' mesh, create letters with dough and fill and pour using different utensils in the sand. Babies grasp rattling or musical objects, passing them from one hand to another, observing them with intrigue. Toddlers investigate simple technology toys; pushing buttons to create flashing lights and sounds, and enjoy exploring the texture of the paint as they create different patterns and make different marks using their fingers. Practitioners in the pre-school and toddler room skilfully question children to encourage open-ended thinking. They value children's questioning, conversations and suggestions, for example, while enthusiastically reading a favourite story or engaging in the hospital role play. Practitioners in the baby room help babies and toddlers link words

to objects and build vocabulary as they continually talk about what is happening and what they are doing, especially during daily routines. However, their interaction is less successful in fully supporting and extending babies' and toddler's learning as they play.

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

The well-established key person system is successful in ensuring children build secure bonds and attachments during the settling-in period. This ensures they develop strong emotional well-being. Parents are invited to complete the detailed 'This is me' booklet, in order for them to provide more personalised information about their child. Consequently, children feel safe and secure because they receive individually tailored care, in line with their home routines and parents' wishes. Practitioners also monitor the settling-in process using a 'Settling-in' transition document, also used as children move to other key groups. As part of this children's interests and what they enjoy are noted. This ensures that practitioners can respond accurately to what they are seeing to meet children's individual needs. Further effective practices reinforce children's sense of security and help them develop a strong sense of belonging. For example, each key person is responsible for meeting their key child's individual care needs, such as feeding and changing them when required, and settling them for a nap. Where there are changes to care routines, such as a baby beginning to wean, practitioners continue to work closely with parents. In addition, practitioners in the combined toddler and pre-school room plan individual group time and activities with their own key children. Transitions to school are well planned to ensure children continue to feel emotionally secure. For example, teachers are invited to the nursery, and topics and stories highlight the new routines to children. These effective practices ensure the move for children is as smooth and seamless as possible to ensure they are emotionally well prepared.

Children behave well and play cooperatively. This is as a result of practitioners setting clear and consistent guidance on appropriate expectations for behaviour and acting as good role models. For example, they sit with their key groups at lunchtime ensuring these are relaxed and sociable occasions. Older, more able children link up enthusiastically to play alongside each other in a range of situations. They negotiate and share ideas, for example, as they construct with a purpose using wooden blocks and toy tools, thinking creatively and using imaginative language. Children are encouraged to resolve minor squabbles themselves and manage conflict amicably. However, practitioners sensitively intervene to suggest possible solutions, to support this aspect of children's development. Practitioners support toddlers' developing awareness of boundaries by reinforcing their requests through gestures. For example, practitioners help them to sit on the chair properly while reminding them why they need to do so. This helps them to develop an early awareness of dangers and keeping themselves safe. Older, more able children's understanding of this is extended through visitors, such as the road safety team. Safety procedures are effective in promoting children's well-being. The environment is made safe through good risk assessments. Access to the nursery is closely monitored through an intercom system and closed circuit television is used in the nursery rooms to safeguard children. Safety signs further reinforce safe practices. For example, those entering the baby room are reminded to knock first so practitioners can ensure there are no children behind the door. Practitioners ensure close supervision, for example, as babies practise

their developing mobility, such as pulling themselves up on furniture, and as children play on the climbing apparatus. This allows children to gain a good understanding of risk through actively exploring their environment, while practitioners ensure they remain safe.

Children show good levels of independence in the nursery because practitioners encourage them to manage their own personal needs. Toddlers readily feed themselves, showing good hand and eye coordination with their spoon and as they drink from their own cup. Older, more able children serve their own lunch and competently use cutlery to cut up their own food. Children's understanding of good hygiene practices, such as hand washing before meals, is reinforced through routines being displayed in photographs. Practitioners in the baby room ensure babies' and toddlers' physical well-being by regularly changing nappies and recognising when they are tired. Children are effectively helped to stay healthy alongside developing a good understanding of the importance of a healthy diet and physical exercise. The nursery takes part in the 'Smile for Life' initiative and provide only nutritious freshly prepared meals and snacks prepared by the designated cook who has received five stars following the previous environmental health visit. Signs, such as 'Are you thirsty?' and 'Look for your picture and have a drink', remind children to keep themselves hydrated. Children learn about where food comes from as they harvest their own fruit and vegetables and make strawberry jam and soup, for instance. Additional activities, such as a mini-sports day, fruit printing, topics about the body and visits from the oral health team, further reinforce children's understanding of healthy lifestyles. Children in the baby room have access to fresh air and exercise at least once a day in the nursery garden, promoting their physical well-being further, while other age groups benefit greatly from having free-flow access to this.

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

The provider and manager have a very secure understanding of and, therefore, effectively fulfil their responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Practitioners are subject to a robust recruitment, vetting and induction process. This ensures they are safe and suitable to work with the children and have a good understanding of how the nursery operates, and their roles and responsibilities within this. Practitioners are well qualified, which means that children are supported effectively in making good progress in their learning and development. This is because planned activities and the quality of the learning environment are well matched to children's age and stage of development. Thorough safeguarding procedures keep children safe and protected. Practitioners have a good knowledge and understanding of possible signs or symptoms of abuse or neglect, and of the internal and external reporting procedures, displayed in the nursery. The nominated safeguarding officers are well trained and seek advice promptly where concerns of this nature arise, in order to promote children's welfare. Safeguarding policies and practice are regularly reviewed, with management testing practitioners' knowledge, for example, through the 'question of the day'. Documentation is maintained very effectively to reinforce safeguarding procedures. For example, accidents are recorded in detail and monitored closely as part of the nursery's risk assessments. Consequently, any potential contributory factors can be identified and addressed quickly to help children to

stay safe.

There is a strong drive for improvement to support children's achievements over time, reflected in effective systems for self-evaluation. This includes close monitoring of the planning and delivery of the educational programmes and the assessment of children and their progress. For example, the manager regularly reviews children's records of learning and assessment documents to ensure early intervention for individuals or groups of children who may need additional support. Close links are held with the local authority teacher team and clear improvement plans have been developed in line with the advice received and through internal reviews. A significant area identified for development has been the nursery garden; now an exciting area which fosters children's imagination, creativity and exploration. There are good systems for managing the performance of practitioners, for example, through peer on peer observations, which inform regular supervisions. Systems for monitoring and addressing the overall quality of teaching are developing well, for example, through peer on peer supervisions and appraisals, although these are not yet fully embedded. There is a well-established programme of professional development for practitioners, in order for them to improve their knowledge, understanding and practice. This is targeted in conjunction with the nursery's development plan to have the most impact on children's care and education. For example, the nursery's involvement in the Every Child a Talker (ECaT) National programme is successfully reflected in the practice in the toddler and pre-school room.

Children's individual needs are very well met as a result of practitioners' good knowledge of the importance of close partnership working with parents. Parents receive good quality information when their children enrol, followed by effective ongoing communication. This includes, for example, a welcome pack, vast array of displayed information, the nursery website, daily record sheets and newsletters. Consequently, parents are kept informed about what is happening in the nursery and individually with their own child, in order to promote a consistent approach. Parents' views are valued and actively encouraged through questionnaires and parents' evenings, for instance. Consequently their comments are used to help inform practice and improve the provision for children. Complaints are efficiently dealt with in line with regulations to reinforce positive partnership working with parents and to ensure confidentiality. Parents express very complimentary comments about the nursery. They comment on the flexibility and support they have received, the effective arrangements for discussing their child's learning and development, the friendly practitioners and warm and welcoming environment. Practitioners have a good knowledge of closely linking with professionals or providers where children have special educational needs and/or disabilities or attend other settings, although there is currently no requirement for them to do so.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY293784
Local authority	Lancashire
Inspection number	940111
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	36
Name of provider	Just Childcare Ltd
Date of previous inspection	28/11/2011
Telephone number	01282 774422

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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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