

# Little Scholars (Littleover)

10 Austen Avenue, Littleover, DERBY, Derbyshire, DE23 3EY

<b>Inspection date</b>	10/12/2013
Previous inspection date	21/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff have high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- Children feel happy and secure in the nursery and have good relationships with their peers and staff. This supports their emotional and physical well-being.
- The management team is strong and provides well-targeted plans for the future development of the nursery. Staff's professional development is enhanced by the effective support systems.
- Children benefit from the successful partnership between the staff and parents, ensuring key information is shared between them. This enhances the continuity of care for children.

### It is not yet outstanding because

- There is scope to further enhance children's confidence and ability to communicate, particularly for those with English as an additional language.
- There is scope to improve pre-school children's free movement between the indoor and outdoor areas in all weathers, so that they can choose where they want to carry out their activities, to enhance their all-round development.

## 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 children participating in activities in all rooms, having snack and playing in the outside area.
- The inspector carried out a joint observation with the manager.  
The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector held a discussion with the providers and manager and spoke to staff, parents and children.
- The inspector took account of the views of parents through discussion and written comments left for the manager.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Little Scholars (Littleover) opened in 1997 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by Little Scholars Limited. It operates from a converted building in Littleover, in Derby. The day nursery serves the local and surrounding area. Children are cared for in rooms according to their age and stage of development. All children share access to an enclosed outdoor play area.

The nursery is open each weekday from 7.45am to 6pm, except for bank holidays. There are currently 97 children on roll, of whom 57 are in the early years age range. Children attend for a variety of sessions. The nursery receives funding for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The nursery employs 14 members of staff. One member of staff has a foundation degree and one has early years professional status. All of the remaining staff have a recognised early years qualification at either level 4, 3 or 2. The setting 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:

- develop further the already good programme for communication and language for children who speak English as an additional language, by using words familiar and important to them in their home language
- give as much opportunity as possible for children to move freely between indoors and outdoors, so that they can access the outdoors in all weathers, to help their all-round development and improve their choice of where they carry out their chosen activity.

## Inspection judgements

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

Children are making good progress at this nursery. They are happy and comfortable in their surroundings and engage quickly with the toy or activity of their choice. Staff are secure in their knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They provide an array of stimulating and exciting activities that challenge children's individual needs. They find out from parents

information about children's preferences and what they are capable of doing before they start the nursery. They use this effectively to inform their starting points and to ensure the key persons know the children before they start. As a result, key persons can plan activities that are of interest to the children from the beginning. Consequently, they settle into nursery life quickly. Staff understand well that children learn through play and they continue to teach, observe and assess the children while they play. They effectively use all the information they gather to identify children's next steps in their learning and to inform their future activities. Children who have special educational needs and/or disabilities and also children who speak English as an additional language are catered for generally well. They are always included in activities as staff adapt experiences and ensure that these are accessible and enjoyable for all. Staff find out important words in children's home languages, when children speak English as an additional language. However, these are not always used sufficiently by staff to help children communicate and to develop their confidence. All staff are knowledgeable and understand the prime and specific areas of learning and provide many stimulating activities which enthuse and engage children well to promote their learning. The activities motivate and interest the children and provide opportunities for them to be positively ready for their next stage of learning and help them to enjoy their learning and time at the nursery.

Staff interact positively with children and are committed to their learning. Children are engaged and show curiosity and staff promote and enhance learning through play with positive attitudes. The baby room is relaxing and calm and staff tune into the babies needs sensitively because they know the babies well. Staff are constantly talking to the babies and efficiently acknowledge the sounds and gestures they make to help communication skills. Babies are confident in their surroundings and make choices with support from staff, that arouse their curiosity. They have sensory experiences, which helps them to learn about the world around them. For example, they thoroughly enjoy playing with the paint and smearing it over their 'Christmas cards'. They further enjoy exploring the sequins, letting them roll from one hand into the other, which demonstrates their good handling skills. They smile and giggle as staff praise their efforts, this builds their self-esteem. Babies physical skills are developing well, as they use a selection of toys that require pressing buttons. They enjoy using these cause and effect toys as they press buttons and watch lights flash and make sounds. This fascinates them and they repeat the activity, showing they are learning about how things work. Staff are very supportive and encourage the children well at this. Toddlers enjoy using the construction toys and build 'houses' for their 'dinosaurs'. Staff extend this activity well by encouraging the children to use tape measures and compare the sizes of the building they create. Staff are constantly talking with children and encouraging them to count and recognise numbers. This helps their early mathematical skills. Children use their handling skills skilfully, as they use a wide range of tools, such as chinks, crayons, paintbrushes and scissors. These are used daily to create pictures, which are displayed well, demonstrating many different art and craft activities, for example, chalk rubbing, collages and free paintings. Toddlers thoroughly enjoy being outside. They run around and learn how to balance and climb as they use the nursery equipment. They ride sit and ride toys efficiently negotiating the obstacles. Staff have created a wonderful outside environment that incorporates all of the seven areas of learning. However, there is scope for improvement to allow the pre-school children more free access to the area to extend their all-round development and have choice as to where they carry out their activities.

Staff foster older children's communication and language skills well. They constantly talk to children and pre-school children hold purposeful conversations. Children enjoy playing with the role play toys to express their creativity and imagination. Here, they dress up and pretend to make tea, and wash up the dishes. Children enthusiastically talk with confidence to each other and staff while they play. They explain what they are doing clearly. For example, while playing with a toy kettle they explain to the inspector how to press the switch on to make it work, demonstrating they are critically thinking about what they say and do. Children love using the book area, which is comfortable and attractive. They sit with staff listening to stories and use the books independently. They turn pages correctly and discuss the pictures on the page. This helps children to understand that books bring pleasure. There are good selections of books that are easily accessible to the children. Children are beginning early writing skills as they are learning how to form letters and how to write their names on their artwork. These help their early literacy skills well. Children show an enthusiasm for curiosity and are willing to try for themselves. They are well-motivated and solve problems. For example, they learn how to put the computer on and demonstrate how they drag pictures to match symbols together in the matching game, showing good information, communication and technology skills. Parents are involved in their children's learning from the start. They are invited to look at the children's detailed learning journal records and receive reports that highlight children's achievements and next steps in their learning. Staff also talk to parents on a daily basis and discuss what the children have been doing. This helps parents to have an idea of what their children are currently learning. As a result, they can help them at home if they wish. To further involve the parents in their children's learning, staff make suggestions of things they can do at home. For example, they have created the 'home bag'. This is where children take home activities they can enjoy with their parents at home. On the day of the inspection children are taking home a plastic dish, a packet of jelly and some instructions to make the jelly. These bags have been very successful in helping children further their learning at home.

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

Staff greet children warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older children confidently select their name for self-registration then settle quickly to their chosen activity, chatting happily to their friends. This supports them in developing trusting relationships. All children have a key person who supports them in their learning and care to meet their individual needs. Children and parents have strong links with their key person and develop confidence and trust due to the highly effective settling-in process. This allows parents to accompany their children for as long as it takes to settle them. During this time the key person gathers information about children's starting points, backgrounds, skills and interests, which helps them provide for children's needs. Staff foster children's emotional development well, as they are supported with moves to help them with life changes, such as school. This is because the pre-school liaises with local groups and schools to promote smooth moves. Staff have high expectations of children and are aware of their capabilities. Their individual personalities, likes, and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal,

social and emotional development. Children behave well and show good care and consideration for one another. Staff are good role models and help children manage their feelings and behaviour. They encourage children to talk about their own and others' behaviour, the consequences of their actions and when behaviour is unacceptable. This helps children feel safe in the nursery. Children are happy and behave well as they share resources and learn to play cooperatively. Staff use sticker rewards to promote good behaviour and develop children's confidence as they take photographs of good work for them to share with their parents.

Children are accommodated in a clean, comfortable environment that is secure and well-maintained. Staff and management put a lot of effort into the presentation of their rooms. As a result, the rooms are attractive and cheerful. For example, they have created a three dimensional display about a favourite book in pre-school. It demonstrates children's work, which helps to create a good sense of belonging as children know that staff value the work and achievements they make. Children have access to a broad selection of high quality resources and toys, which are well-maintained and cover all areas of learning both inside and outdoors. However, the outside environment is not used as effectively as inside. Babies and young children have dedicated quiet and sleep areas, which are clean and comfortable for when they wish to sleep or rest. Staff are deployed efficiently throughout the nursery to encourage and support children's learning and emotional needs effectively.

Children develop clear understanding of hygiene as they follow effective routines and learn about self-help skills, such as hand washing. Staff liaise with parents to ensure children's dietary needs are met and they reflect children's favourite foods and changing tastes in the menu. The nursery cook is passionate about the meals she provides and ensures they are all healthy and cooked on the premises. Children are encouraged to adopt healthy lifestyles because staff plan daily activities that promote healthy eating, drinking and regular exercise. In addition, staff talk to children about the importance of looking after their teeth. Staff monitor children's health and development and all required records to supports children's well-being are in place. Children develop independence as they select their activities from a good range of resources set out so they are accessible, such as baskets of toys on the floor in the baby room. Staff motivate children's involvement in activities by adjusting the layout of play areas to take account of children's interests. Staff are very safety conscious and takes positive steps to identify hazards and minimise risks to ensure the nursery is secure and safe both inside and out. Children learn how to keep themselves and others safe with the support of staff. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

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

Leadership is good. The management team have high expectations for the quality of care and learning that is offered to children and families. All documentation and procedures are

regularly reviewed and updated to ensure that all the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are met. The premises are secure throughout the nursery, so no unauthorised person is able to gain access and children cannot leave unattended. Children are effectively safeguarded at the nursery. Most staff have undertaken safeguarding training. They have a thorough understanding of the procedure that they would follow, if they had any concerns about the children or behaviour of members of staff. This shows that staff are vigilant and not fearful of reporting any concerns that they may have, knowing that the concerns will be dealt with effectively by the management team. Robust recruitment processes are in place, which enable management to be sure that any adults appointed are suitable. Risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means that children's well-being is carefully considered by staff. Staff are made aware of the policies and procedures of the nursery as part of their induction and they spend time revisiting them to promote their ongoing understanding of them.

Management effectively monitors the planning and assessment of the educational programme and children's progress. This enables them to have an overview of the activities, an accurate understanding of the children's abilities and the range of activities that staff offer the children. Staff are supported by a clear induction process. All staff receive an annual appraisal, which is supported by one-to-one supervision sessions, along with observations undertaken by the management team of staff practice. This enables management to plan effectively for the training and professional development of the whole staff team. Staff receive further support through regular staff meetings, enabling them to reflect upon practice and contribute to the future development of the nursery. The nursery has a positive approach to self-evaluation. Parents contribute to the self-evaluation process through parental questionnaires. This enables management to consider any comments and suggestions that parents may have, to influence their continual improvement plan. Management set staff action plans for continued development and ongoing training to maintain a skilled workforce. They are hands on in the nursery and regularly observe and review the work of staff. This forms part of the nursery's evaluation procedures. The management and staff evaluate all aspects of the nursery and strengths and weaknesses are identified. Action and development plans are created and are used to develop the nursery further. For example, all staff have recently undertaken training to help them support and develop children's language abilities and skills. Staff's professional development is further encouraged as they are supported to undertake further qualifications in childcare, to improve the outcomes for children.

The nursery staff have good relationships with other providers of the Early Years Foundation Stage and other agencies that are involved with the children. Nursery staff visit the other early years providers and share information about the children to support their development and continuity of care. They work closely with other agencies to ensure that the child's needs are being well-promoted. There are good systems in place for the transfer of information between the nursery and the parents or carers. Children receive support as they move to primary schools and teachers make visits to the nursery from the local schools. This enables the key person to discuss learning and development and any special educational needs. Parents feel welcomed and confident about the care of their children. They exchange information with staff at the beginning and end of the day, and use a daily diary. Parents state they are very happy with the nursery; they can see the

progress their children are making and their children enjoy coming here. Staff form positive relationships with parents. Parents receive a wealth of information about the nursery. Numerous information boards and ongoing discussions with staff keep parents informed as to the operations and events of the nursery. To further encourage home links with children's families the nursery introduce 'Grandparent Day', where they are invited into nursery to participate in the activities their grandchildren are doing. This helps to strengthen the relationships with children's families and helps their confidence and learning over time.

### **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

<b>Unique reference number</b>	509197
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	945045
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	69
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Little Scholars Ltd
<b>Date of previous inspection</b>	21/12/2010
<b>Telephone number</b>	01332 760619

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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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