

Little Lou-Beez Nursery

St Peters Community Centre, St Peters Avenue, Sowerby Bridge, Halifax, HX6 1BL

Inspection date	05/12/2013
Previous inspection date	15/11/2011

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

- Practitioners are confident in their teaching and provide a good range of activities that capture children's interest and imagination fully. Consequently, children are keen to learn and make good progress in their development.
- Practitioners give high priority to working in partnerships with parents, which means information about children's care and learning needs is communicated very effectively. Consequently, children settle well and parents have trust in the staff who care for them.
- Children are extremely well-protected and kept free from harm because practitioners give high priority to supporting their well-being and providing a very safe and secure environment for them to play and learn.
- Children are confident in their environment because they know what is expected of them. Their efforts and achievements are valued and fully acknowledged by practitioners, which means they behave very well and develop an 'I can do' attitude.

It is not yet outstanding because

- Opportunities for children to see and use numerals and mathematical symbols are not fully extended to the outdoor environment.
- There is scope to extend the opportunities for children to use materials that are open-ended and can be used, moved and combined in a variety of ways in the outdoor area.

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 premises and observed children playing in both playrooms and the outdoor area.
- The inspector observed children performing a nativity play in the adjoining community room.
- The inspector met with the owner and the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook joint observations with the manager of three adult-led activities.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Little Lou-Beez Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from two rooms within St. Peter's Community Centre, which is situated in a residential area of Sowerby in West Yorkshire. There is an enclosed outdoor play area.

The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5, two at level 2 and the manager and the owner have Early Years Professional Status and Qualified Teacher Status. A cook is also employed. The nursery opens Monday to Friday, from 7am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 44 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 a number of children with special educational needs and/or disabilities. The nursery has a 'Steps to Quality' quality assurance award.

What the setting needs to do to improve further

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

- extend the opportunities for children to see and use numbers and mathematical symbols to the outdoor environment, for example, by providing numbered objects and displaying signs in context
- enhance the range of materials that are open-ended and can be used, moved and combined in a variety of ways in the outdoor environment, to further promote opportunities for children to explore why and how things happen.

Inspection judgements

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

Practitioners are well-qualified, knowledgeable about how children learn and confident in their teaching. Planning is consistent throughout the nursery and is tailored to each child's individual needs and interests. Consequently, children make good progress towards the early learning goals and are well-prepared to move on to school when the time comes. Activities provided are interesting and capture children's interest, which means they want to take part. For example, practitioners caring for very young children give them opportunities to learn through exploration, so they make sense of their world by using

their senses. They provide a tray of water containing glitter and show children how to use their hands to splash in this. A practitioner emphasises the word 'splash' as children do so, which successfully enables them to learn to associate words with their actions and about cause and effect, at their level of understanding.

Practitioners provide a very stimulating learning environment indoors for children. For example, in the baby room they provide an area with items of contrasting tones, such as black and white, as they know this helps babies to focus and stimulates their brains. There is a wealth of displays in all areas that are based on children's work and enhanced by their comments. This shows children's efforts are valued and appreciated, which makes them feel good about themselves. A very good range of resources are provided at children's level. This means they can make independent choices in their play and take ownership of their learning. Words and numbers are displayed indoors to show children how these have meaning and they are able to move and use a good number of these in their play. However, these rich opportunities for children to observe and use numbers are not extended to the outdoor environment. This means children are not supported as well as they could be in learning how numbers and symbols can be used in context in different environments. Information about children's development is shared effectively with parents, so they know how their children are progressing in the nursery. Parents are actively encouraged to share their children's learning at home with practitioners, which means they have a full picture of children's development outside the nursery. This means they can plan precisely for the next steps in children's learning. Parents are involved in extending their child's learning at home. For example, when children take the nursery dolls home they help their child to record their time with the family in a diary.

Practitioners give very good attention to promoting children's development in communication and language. For example, they use every opportunity available to engage children in rhymes and singing activities, so they build up their vocabulary through repetition. As a result, children join in with gusto with their 'please and thank you' song before lunch. They delight in making the sound of wind as they recite a rhyme about leaves blowing around. Practitioners also skilfully use the rhyme to encourage children to learn about simple subtraction as each 'leaf' blows away. This successfully supports children's mathematical development. Children enjoy listening to stories because practitioners make the activity fun. For example, one practitioner enthusiastically tells a group of older children a story about 'Rudolph the red nosed reindeer'. She does so without using a book, which means she can maintain good eye-contact with children. She uses different voices for the different characters. As a result, children listen in awe, which means they are not easily distracted and develop good listening and attention skills. Practitioners listen to children and incorporate their ideas into the activities. For example, they decide what roles and songs to include in their nativity play. Practitioners very skilfully adapt the roles to incorporate children's passions. For example, a 'superhero' becomes part of the traditional story. This means children really want to take part in the activity and take their roles very seriously. As a result, as they perform their play they confidently act out their roles and remember their lines. They react with pride to the applause they receive at the end of their play, clearly proud of their achievement and pleased with having achieved their goal.

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

Children's transitions into the nursery are managed very well. Settling-in visits are actively encouraged, so children gradually become familiar with their new environment. Children are promptly allocated a key person and a list is displayed along with a photograph of the practitioner for parents' information. Parents are asked to provide detailed information about their child's individual needs and how these can be met, to ensure the care they receive is consistent with their home life. This provides security and stability for children and enables them to develop close bonds with their carers. This in turn provides peace of mind for parents. Parents are consulted when practitioners feel their child is ready to transfer to the next room and children make several visits with their key person first, to make the experience pleasant for them.

Practitioners provide valuable opportunities for children to engage in activities outside the nursery and to play an active part in the local community. For instance, they regularly take them to visit a nearby farm and to buy items from the local shops, so they learn about food sourcing and amenities in the area. The nursery has good links with the local church. For example, children attend the annual harvest festival service there and they perform a nativity play at Christmas for older residents, who attend a group run by the church. This means children become confident in taking part in activities that involve engaging with adults outside their normal childcare environment, which further prepares them for their transition to school. Children learn to behave very well because practitioners successfully help them to understand consistent boundaries within the setting. For example, older children are taught to line up against the fence for their head count before coming back indoors, to make sure everyone is accounted for. Children are taught to use good manners at lunchtime and the importance of taking turns to speak and to listen to others during group times. Children's efforts and achievements are acknowledged with lots of praise from practitioners, which means they develop good levels of self-esteem. For example, a young child smiles when their skill at transporting sand using a spoon is praised by a practitioner. All of which, results in a calm, harmonious and caring atmosphere. Good attention is paid to supporting children to learn about keeping themselves and others safe. For example, one child takes responsibility for holding the door open so everyone can return inside safely after outdoor play. When moving in small groups practitioners make sure children stay close by, by giving them responsibility to keep 'an eye' on their carer, so they do not get lost. This gives children a focus and subtly gives them a sense of responsibility.

Good attention is paid to promoting children's good health. They have access to the outdoor area each day, which means they benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play equipment. For example, they giggle with delight as they work cooperatively to try and control a parachute on an extremely windy day. Children show good control as they dig in soil with trowels and are keen to talk about the fruit and vegetables they have grown earlier in the year. Practitioners provide some resources in the area that are open-ended, such as tyres and pieces of wood, which children can use, move and combine in a variety of ways. However, there is scope to increase the range, to further enrich the opportunities for children to build and learn about cause and effect. Practitioners give high priority to

helping children learn about good self-care. As a result of this support and guidance, children know why they need to wear a coat in cold weather and that washing their hands gets rid of germs. Children are provided with nutritious meals and snacks. Mealtimes are pleasant social occasions, when children are encouraged to develop and use their independence. For example, older children are taught how to use large spoons, so they can independently serve themselves food. Practitioners make sure children learn about eating the recommended five portions of fruit and vegetables each day, to promote their understanding of healthy eating. As a result, older children confidently give examples of items, such as, broccoli, peas and apples being good for them.

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

The nursery is led and managed to a good standard. The owner is a well-qualified and experienced childcare practitioner, who is driven to providing care and education of a high quality for all children. The manager is strategic in keeping the nursery on track and acts competently as a leader, motivator and mentor for the team of practitioners. In turn, practitioners work well together and are deployed effectively. This means children are supervised well at all times and supported very effectively in their learning and development. The arrangements for safeguarding children are given high priority. The recruitment and vetting of staff is robust as is their induction, to ensure they are suitable to work with children. Parents are also invited to be part of the selection process, which brings another perspective to gauging the quality of a candidate's practice and how they interact with children. Practitioners are confident in their responsibilities in terms of child protection issues and know to whom they should refer any concerns about a child's welfare. Clear policies and procedures are in place and these underpin the safe and efficient management of the nursery. Thorough risk assessments are carried out and effective measures taken to minimise any hazards. Daily checks ensure all safety measures continue to be in place. Evacuation procedures are practised on a regular basis, with the owner posing different scenarios for the source of a fire. This means practitioners are fully prepared to deal with any such event. Management know to inform Ofsted of any significant events within the required timescales, which means children's safety and well-being is not compromised in any way.

Good attention is given to the performance management of practitioners. For instance, they carry out regular 'peer-on-peer' observations of each other's practice and provide feedback from these. This means they act as a 'critical friend' for one another. Regular supervision meetings are held with management and an annual appraisal is conducted when practitioners are actively encouraged to reflect on their performance and to plan for their continuous professional development. Further training is provided both in-house and by external agencies. This ensures practice is up to date, which in turn enhances the outcomes for children's learning and development. The owner and manager have a good overview of the educational programmes. They regularly discuss the progress of individual children with their key person and evaluate the progress all children are making in the nursery in each area of learning, to identify and close any gaps. This means children reach their full potential.

The nursery has a very strong ethos of self-improvement and high expectations. Management keep the nursery's self-evaluation document up to date and this plays a crucial part in helping them to draw up a sharply focused development plan. Practitioners' views are actively sought during team meetings and they are given opportunities to critically review particular aspects of the nursery and evaluate how they can be improved. High priority is given to seeking parents' and children's views as part of the process, so they help to shape the service to meet their needs. For instance, parents felt the menu could be improved, so a variety of dishes were prepared for them to try. This meant they could assess the quality first-hand. Children were asked to draw pictures of what they would like to see included in the outdoor area. This has resulted in a climbing frame being purchased that closely matches their ideas. The recommendations for improvement raised at the last inspection have been addressed successfully. All of which, means the nursery's capacity for continuous improvement is very good. Partnerships with parents are very strong. They receive clear information when the placement begins and on an ongoing basis through a welcome pack, discussion, newsletters and a written account of the care routines of very young children. Parents are extremely complimentary about the nursery. For example, they praise the security measures in place and find practitioners very welcoming and approachable. They state that they would not hesitate in recommending the nursery to others. Management and practitioners work very closely with parents and other professionals to support children with special educational needs and/or disabilities. This means they receive tailored support, to ensure they reach their full potential. There is a clear policy in place for the collection of children from other early years settings they also attend. Practitioners work well in partnership with staff at these settings to promote a cohesive approach to children's learning across both provisions. Teachers from the local schools visit the nursery to meet children in a familiar environment before they move into their care. This means the transition to school is a pleasant experience for them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY367593
Local authority	Calderdale
Inspection number	915188
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	44
Name of provider	Sunshine Private Day Nursery Ltd
Date of previous inspection	15/11/2011
Telephone number	01422 316950

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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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