

Little Folks Nursery & Out of School Club

108-110 Gravelly Hill, Erdington, BIRMINGHAM, B23 7PF

Inspection date	17/12/2013
Previous inspection date	06/08/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff interact really well with babies and children. They are kind, approachable and encouraging so children soon settle and become very confident in most welcoming, family-orientated surroundings.
- Babies and children are eager to learn. They relish the many exciting activities which are expertly tailored to their needs and interests as a result of the staff's precise assessments and planning.
- The provider, director, manager and staff are passionate about providing accessible, high quality childcare for children and families. They positively involve families in all aspects of their children's care, learning and development and welcome their and their children's suggestions about the ongoing development of the nursery.
- The provider, director, manager and staff are uncompromising and highly effective in their efforts to protect children from harm. They build trusting relationships with vulnerable families, sensitively and skilfully working with them and other agencies and community organisations in order to achieve the best possible outcomes for each child.

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 four playrooms.
- The inspector and provider carried out a joint observation of an activity in the toddler room.
- The inspector held meetings with the provider, director and manager of the nursery.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at and discussed the provider's self-evaluation form and improvement plan.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Wyatt

Full report

Information about the setting

Little Folks Nursery and Out of School Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three daycare settings and five out of school clubs run by Mishi Nurseries Limited, trading as Little Folks. The nursery operates from a large detached house in Erdington, Birmingham. The nursery serves the local area. There are steps leading to the nursery. There are enclosed areas available for outdoor play.

The nursery employs 18 members of childcare staff. The provider has Early Years Professional Status and 16 members of staff hold appropriate early years qualifications at a minimum of level 3, including three who have early years degrees. A member of staff is working towards a qualification at level 3. The nursery opens Monday to Friday for 51 weeks of the year, closing for bank holidays and at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 92 children on roll, who are all within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. The nursery has close links with two local children's centres and local schools.

What the setting needs to do to improve further

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

- enhance the organisation of outside learning areas to offer babies and children additional challenging activities and resources to consolidate their already worthwhile outdoor learning experiences.

Inspection judgements

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

Babies and children have a wonderful time at this welcoming and vibrant nursery. The staff have an in depth knowledge of each child's learning and development needs and interests. They know about each child's starting points, ongoing developmental needs and interests, as a result of their thorough observations and assessments. They consistently encourage parents and carers to share their views about their children's care, learning and development and work closely with other agencies who are involved with some families. The staff use all this information to skilfully plan and organise rewarding activities which promote babies' and children's purposeful learning and help them to make excellent progress in relation to their individual starting points. They quickly and accurately identify where children need additional support or resources in order to make the best possible progress. For example, giving sensitively targeted one-to-one adult support for certain

children enables staff to precisely assess their learning and development needs in order to better inform their discussions and decision making with parents and other agencies. In addition, targeted support for individual children really helps them to develop specific aspects of their understanding and skills such as their behaviour, concentration and listening and speaking including learning English.

Staff expertly prepare children for the next stage in their learning, including going to school. Throughout the nursery staff enthuse and encourage them so they are keen to choose from rewarding accessible resources and are eager to join in and learn. Staff working with babies quietly offer them plenty of support, time and space to investigate interesting resources and materials. As a result, the youngest children become increasingly confident to find things out for themselves and often concentrate well. Elsewhere, there is often a buzz of enthusiastic but focused activity as staff, toddlers and children enjoy learning together. Children concentrate very well and chat eagerly while using construction toys to make their own detailed models. They proudly show each other what they have made and confidently describe and count different features such as the number of wheels.

Children are keen to investigate and explore. Babies enjoy different sounds made by a selection of instruments. Pre-school children and a member of staff, all wearing pretend 'hard hats', look for treasure hidden in the sand and listen to sounds as they put shells to their or the adults' ears. Meanwhile, another child builds an elaborate train track and scene, talking through her ideas as an adult helps her find different resources. Staff introduce children to new experiences such as trying out a different type of modelling material. They are intrigued by its texture and how it reacts differently to the play dough they often use. A group of toddlers have a great time exploring flour and water as they make and then play with their own made dough.

Babies and children also know when to be quiet and attentive, for instance during story times. For example, toddlers are captivated by a well-told favourite story, listening carefully and relishing the member of staff's different expressions. At the end they confidently recall aspects of the plot. Other staff sensitively support those children who need an adult's presence and reassurance to help them to be attentive and join in at the right moment. Stories and songs are used well to extend children's vocabulary and ideas. For example, the same group of toddlers choose various rhymes for their song session. This includes suggesting new words for some of their favourite action rhymes which the children and staff then enthusiastically sing and act out. Staff support children very well in developing their confidence and skill in making marks and recognising and using letters and sounds. For example, pre-school children's expressive artwork is often annotated with their own labelling or the staff's record of their comments.

All babies and children have regular opportunities to be physically active and to enjoy being outdoors. This has included more opportunities for them to make large scale structures, such as dens, following on from the last inspection recommendation. However, one part of the outside area is currently not in use for safety reasons, and there is scope to further enhance the organisation of outdoor areas so that babies and children consistently access exciting and challenging experiences.

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

Babies and children are nurtured and thrive. Staff ensure they fully understand and carefully meet each child's health, dietary and care needs. Throughout the day all aspects of babies' and children's personal care are very well managed to promote their comfort, good hygiene and growing independence. This includes staff calmly supporting children in following good hand washing routines, increasingly managing going to the toilet by themselves and seeing to other aspects of self-care such as putting on aprons or coats unaided. Snack and mealtimes are social, relaxed times where babies, children and adults enjoy each other's company and children of all ages competently feed themselves and eat well. Staff carefully follow babies' and toddlers' sleep routines so that they soon settle and are well rested.

Throughout the nursery, staff sensitively help babies and children to get to know their surroundings, the routines and to develop a real sense of belonging. For example, staff encourage parents and carers to tell them about their children's characteristics, likes, interests and family circumstances so that these can be reflected in the resources, activities and experiences offered to them. Good settling-in visits when children start or move within the nursery, help children and their families to get to know the staff and the area of the nursery where they will be based. Babies and children soon feel comfortable in homely, welcoming and child-friendly surroundings. There are displays of their work and babies and children can easily help themselves to a wealth of toys, books and resources. In addition, as part of the nursery's family-orientated ethos, babies and children really benefit from being cared for not only by their designated key person, but also having daily opportunities to mix with other staff and children. As a result, they form close bonds with all the staff, including the provider, director, managers and cook who all take an active part in the day-to-day life of the nursery. Everyone is friendly and approachable, gently reassuring and enthusing babies and children so they develop high levels of confidence and emotional security while at nursery and in readiness for school. In particular, the nursery's excellent links with local schools, including exchange visits and shared activities, mean that children moving on to full-time education are already familiar with aspects of school life and are known to the staff who will be teaching them.

Staff adeptly support babies and children in developing high levels of self-control so they behave very well. Children readily respond to the adults' positive role modelling, explanations and encouragement. As a result, all children know what is expected of them and what is happening next. They are keen to do well and are kind and helpful, assisting with tidying up or showing a younger child how to play with a toy. Babies and children forge really positive relationships with each other. They enjoy playing together, taking turns in using equipment, such as the laptop or white board, and show genuine delight in each other's achievements. Staff also consistently support children in understanding how to behave safely and sensibly through discussions and reminders, for example, as they move around the premises, and use tools, utensils and different physical play apparatus and equipment.

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

The provider, director, manager and staff are passionate and committed to providing high quality, accessible nursery provision for children and families. This includes encouraging and responding to parents' and children's views about the nursery's strengths and areas to develop. For example, as part of their ongoing robust evaluation of the educational programme staff have completed an audit of toys and equipment, including seeking and acting on children's views. As a result, babies' and children's enjoyment, imagination and discovery have been enhanced by the provision of new domestic role play equipment, different malleable materials and some fun maths and information technology resources. In addition, a recent review of menus, took full account of what children like as well as ensuring all meals are healthy, varied and nourishing. The provider's current priority for improvement is to further develop the outdoor areas to offer children additional challenging outside experiences.

Children and their families all benefit from provider's and her staff's interest and commitment to them. For instance, a well-targeted programme of professional development ensures staff are well qualified, skilled and fully up-to-date with different aspects of early years education, care and safeguarding. Staff are encouraged to gain further qualifications so several are working towards degrees and the cook has recently gained an early years qualification, enabling her to work more closely with the children. Regular training, careful monitoring and mentoring of staff and effective deployment arrangements all contribute to children receiving excellent care and high quality teaching. A significant factor in the highly effective partnerships between the nursery and parents, carers and others, is role played by different nursery personnel. They very competently carry out additional roles and responsibilities. This includes providing family support for vulnerable families, delivering training for parents and carers, and working professionally and very successfully with other agencies, schools and community organisations which are involved with children who attend the nursery. These arrangements and other regular information sharing between staff, parents, carers and others ensure babies' and children's needs are quickly identified and exceptionally well met. Parents and carers also feel reassured, well informed and confident to have their say about their children's care, activities and achievements.

Arrangements for safeguarding children continue to be thorough and exemplary. The provider, director and manager adeptly combine an uncompromising commitment to ensuring children are protected from harm, while working in a most professional and supportive manner with vulnerable families. They have excellent relationships with other agencies, including very close links with local children's centres and organisations working with victims of abuse. Managers and staff sensitively and effectively help parents and carers to access family support and additional resources, including funding for childcare places. Staff often accompany families to assessment and review meetings, in order to support them in discussions and decisions regarding their children's welfare, and to appropriately share their expertise with other agencies who are involved. High priority is also given to promoting children's good health and safety within the nursery and when they are out. Staff carefully supervise children and consistently monitor the safety and cleanliness of the premises, furniture, toys and equipment throughout the day. In their work they are supported by additional staff who help with maintenance and cleaning.

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	EY428029
Local authority	Birmingham
Inspection number	948030
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	92
Name of provider	Mishi Nurseries Limited
Date of previous inspection	06/08/2013
Telephone number	01213273815

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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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