

Looby Lou's Too

1583-1585 Bristol Road South, Longbridge, BIRMINGHAM, West Midlands, B45 9UA

Inspection date	29/01/2014
Previous inspection date	19/06/2013

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

- Staff provide a wide range of interesting activities to ensure that all children make good progress in the six areas of learning. Children receive good levels of individual support and challenge so they make good progress overall.
- Staff make effective use of 'all about me forms', which ensures that all staff are familiar with children's individual routines and preferences. As a result, children settle well and form strong bonds with staff.
- Staff provide a wide range of good quality toys, equipment and furniture, which help children to make decisions and extend their play.
- Effective safeguarding policies and procedures ensure that all staff have a good understanding of how to protect children and promote their welfare.

It is not yet outstanding because

- There is scope to develop further the opportunities for younger children to develop their independence.
- Children do not have enough opportunities to learn about and value their community.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both of the playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector spoke with children and staff during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kashma Patel

Full report

Information about the setting

Looby Lou's Too was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted house in the Longbridge area of Birmingham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 35 children on roll who are all in the early years age group. The nursery provides funded early education for, two-, three- and four-year-old children. The nursery 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:

- enhance children's good health and knowledge about their environment by providing opportunities for them to learn about their community through regular visits to places of interests, such as the library and local shops

- provide more opportunities for younger children to develop their independence and self-help skills during daily routines, for example, by encouraging them to feed themselves.

Inspection judgements

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

Children make good progress in all areas of their learning and development as they take part in a wide range of activities and play opportunities. Staff have a good knowledge of children's developmental milestones and use appropriate guidance to help track individual children's development, in order to plan for the next stage of their learning. Regular observations and assessments help to identify children's next steps. Weekly planning includes a wide range of interesting activities, which include children's ideas. For example, staff teach children new skills as they learn to cut paper with scissors and use the glue stick. This ensures that they gain a good range of skills, ready for when they start school. Staff complete a progress check at age two in partnership with parents, which helps them to any gaps in children's learning.

Children develop their language and communication as they sing songs, listen to stories

and take part in discussions. At circle time, children share their news of a new baby in the family. They pass the photograph around and talk about the baby, which develops their language and communication skills. Staff help younger children develop their communication as they smile, talk and play with them. Children make their needs known as they point to objects of their choice and take the hand of a staff member and guide them to what they want. Staff provide good support for children who speak English as an additional language. They collect and make use of familiar words in children's home language, which helps children develop their communication and language skills further. Staff talk to parents about activities, such as those to help children learn about letters and numbers, in order for them to support and extend their children's learning at home. Such activities and learning opportunities also support children in developing the skills they will need for when they move onto nursery or school.

Staff use good methods to help children learn and make the best possible progress. For example, they use open-ended questions, demonstrations and explanation to ensure children understand and can develop their thinking skills. For example, a member of staff shows children how to weave with strips of paper. Children develop their imagination as they engage in role-play activities where they pretend to cook food for each other. Staff encourage children to sprinkle rice on a tray and listen to the sound it makes. Staff extend children's enjoyment as they suggest they drop rice from a higher level to create different sounds, which children thoroughly enjoy. Staff provide daily opportunities for all children to enjoy the fresh air in the garden to support their good health. Children use a wide range of equipment, such as the climbing frame, bicycles and scooters, to help them develop skills in balance and coordination. However, children do not have as many opportunities to learn about their local environment and community.

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

Children are happy and settle well into this welcoming nursery. Staff complete 'all about me' forms, which includes information about children's care needs, comfort items and their interests. Relevant information is also displayed for staff who care for younger children, so they are always suitably informed. This ensures that children continue to receive the support and reassurance they need to help them settle into the nursery when key the person is not available. Staff ensure that children have regular opportunities to visit their new rooms and become familiar with staff before they move on to the next group. Information is shared with the new key person to ensure a smooth transfer.

The nursery provides a range of fresh, healthy meals and snacks, such as fresh fruit, which meets children's individual dietary requirements. Staff ensure that mealtimes are a social occasion where children chat to each other and with staff. Older children attend to their self care well, as they use the toilet independently and wash their hands before they have food. They have good opportunities to develop their independence skills as, for example, they use appropriate cutlery. However younger children do not always have enough opportunities to support their growing independence. For example, on some occasions staff feed babies at lunch time and attend to their care needs before considering whether they can do these things for themselves. Staff use positive methods to support

children's emotional development and good behaviour. For example, at circle time children share their experience from home with the rest of the group. Consistent praise and rewards of stickers encourage children to play well together. Staff give children time to finish their play as they remind them how much time they have left before they have to tidy up. As a result, children learn to consider each other needs and feelings.

Children have access to a wide range of good quality toys and equipment to support their interests and development. Resources are stored at children's level to enable them to make choices and extend their learning. Children learn to be safe through discussions and role play activities where, for example, they learn about road safety. They learn about road signs and how to cross the road safely. In addition to this, staff ensure that children take part in regular fire drills with staff. This supports their awareness of what to do in an emergency situation. Children prepare for the next stage in their learning through stories and discussions about starting school. Staff invite teachers to the nursery to help children become familiar with them, which supports their move to school.

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

Staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. As a result, children's welfare is appropriately promoted. A detailed policy is in place to ensure that all staff are aware of their responsibilities to ensure children are safe from harm. This includes whistle blowing, the use of mobile phones and cameras in the nursery. Visitors sign into the visitor record, and are asked to place mobile phone in the office, which further safeguards children and meets the requirements of the Early Years Foundation Stage. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside and outside in the garden. As a result, children can explore and play safely in the nursery.

Daily verbal and written feedback keeps parents well informed of their children's progress. In addition, parents receive a wide range of information through the notice board and regular newsletters, which provide information about future events. This encourages parents to get involved in their children's learning. Parents express their satisfaction with the care their children receive at the setting. They state that children are happy and settled and that staff keep them well informed about their children's daily progress.

Staff have a good understanding of the learning and development requirements and receive regular support from a the local authority. They work together on planning to ensure that children make good progress in all areas of their learning. Regular team meetings and staff appraisals further help to identify areas for staff development, which includes training both internal and external. For example, two staff have completed the designated senior person training at level 2, which ensures the nursery has a good knowledge of child protection procedures to keep children safe. An effective system is in place to reflect and promote continuous improvement. For example, staff meet on a regular basis and send questionnaires out to parents to collect their views. Parent's request for more information about activities has been addressed by regular workshops,

which enable them to support their children at home. Children do not currently attend any other settings, however, effective procedures are in place to share information with other settings to provide continuity in learning if the need arises.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	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	EY427661
Local authority	Birmingham
Inspection number	952491
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	35
Name of provider	Jacqueline Mary Cupples
Date of previous inspection	19/06/2013
Telephone number	0121 453 28 66

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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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