

Littleways Day Nursery

81 Albert Road, Levenshulme, Manchester, Lancashire, M19 2FU

Inspection date	30/01/2014
Previous inspection date	09/07/2013

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

- Children's safety and security is an utmost priority in the setting and staff demonstrate a comprehensive understanding of how to protect children's welfare.
- Children and babies are secure and happy because they form good attachments to key persons. Policies and procedures for settling new children and building partnerships with parents are robust.
- Staff have a good knowledge of how to support children's learning through effective plans, observations and assessments. Parents are encouraged to become involved in their children's learning through a variety of means.
- Evaluation is effective as it draws on the views of a range of people associated with the nursery, including parents, and the owner, managers and staff are highly committed to continuous improvement of the provision for children's care and learning.

It is not yet outstanding because

- The nursery staff do not consistently consider how to maximise the use of everyday routines for learning, or evaluate when children's learning may be best supported by delaying adult-led activities to enable them to sustain their self-chosen play.
- There is scope to display books more attractively in the room for children aged two to three years in order to optimise their independent use by children.

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 toured the premises.
- Evidence of suitability and qualifications of staff and others associated with the nursery was checked.
- Observations of childcare staff and their interactions with children were carried out throughout the day.
- The inspector held a meeting with the nursery owner and the deputy manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and a room manager.
- The inspector examined a selection of documentation related to children's learning and welfare, along with the nursery's plans for self-evaluation and improvement.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Littleways Day Nursery is privately owned and operated. It was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted semi-detached house in the Levenshulme area of Manchester. Children are cared for in four playrooms across three floors of the house. All children access secure outdoor play at the side and rear of the building. Entrance to the building is via two steps.

The nursery opens Monday to Friday from 8am to 6pm, all year round, with the exception of statutory holidays and five staff training days. There are 11 members of staff who work directly with the children. Of these, five hold an early years qualification at level 3. The manager has Early Years Professional Status and one other member of staff holds an early years qualification at level 6. The nursery also employs a cook. There are currently 53 children on roll, all of whom are within the early years age range, attending for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. It provides funded early years education for two-, three- and four-year-old children. The nursery also offers wraparound care to children in the early years age range who attend other settings locally.

The nursery is a member of the National Day Nurseries Association and receives support and advice 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:

- consider when it may be more effective to delay group times, such as those held when all children have arrived for a session, in order for children to consistently have opportunities to sustain their self-chosen play without interruption
- make greater use of routine events in the day, such as when children are waiting for meals or being gradually dismissed to wash their hands, so that these times are consistently used to maximise learning.
- enhance the ways in which books are displayed in the room for children aged from two to three years to further encourage their interest and enjoyment of these.

Inspection judgements

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

Children make good progress in their learning, including those with English as an additional language or with special educational needs and/or disabilities. This is because staff have a good knowledge of how individual children in their key groups learn and how to build on this. Staff make plans for inclusive activities based on their observations of what individual children can do and use information about their interests to help motivate them in their learning. Parents are encouraged to contribute ideas to the planning for their children's learning on a regular basis. There are also ways for them to directly engage with their children's learning, such as borrowing books and a 'take-home toy' with a diary for their drawings, photographs and captions. The educational programmes consequently have depth and breadth and are well-matched to children's ages and stages due to the breadth of information they draw on. Parents can take children's learning records home in order to read them to stay well-informed about children's welfare and activities. The nursery also holds regular meetings over the year between parents and key persons to supplement this. Good quality observations are made frequently by staff on children's learning and these are compared to expected developmental milestones for children's ages. Comprehensive assessments are made of children's learning, through tracking their progress in detail, including their starting points. This enables staff to see if progress is as expected, above, or below that for children's age and stage of development. As a result, staff are able to address any gaps in learning that may emerge, so that early intervention can help support greater future progress. The nursery has implemented the progress check at age two and these assessments are thorough, in order to plan for children's next steps in learning in detail. The owner and manager demonstrate a good knowledge of how to engage the support of external agencies with parents' permission when they recognise that children's learning needs require specialist input. Overall, the quality of teaching and support for all children's learning is at least good.

Staff across all rooms plan a balance of adult-led activities and opportunities for children to choose their own play. For example, they plan regular times in the day for group times where children can learn to take turns and develop confidence by talking in front of their peers. However, consideration is not consistently given to when it sometimes may be better to delay these activities, when children are absorbed in their self-chosen play and are hence learning independently. Children of all ages enjoy song and rhyme with actions or percussion instruments as part of the support for their creative and physical development. Children have continual access to activities to help them learn to make marks, using a variety of media, depending on their age and stage. In the baby room, staff engage babies' fascination by showing them how to make a ball of cornflour-and-water and then how they can let it drip off their fingers. These opportunities are used well to support children's development in communication and language as staff emphasise object names and action words to extend children's knowledge of words. Opportunities for exploratory play are good, such as when staff use baskets of objects that are contrasting ones, such as feathers mixed with heavier, shiny objects. Babies explore objects safely with their fingers and mouths, and staff use this play to introduce names of objects to them. Role play is well-supported indoors and out, in order to further develop children's

communication skills through imaginative play. For example, in the room for children aged two- to three years, staff introduce new ideas to sustain children's imaginative play about being builders and menders, using dressing-up clothes and construction toys. This further supports children learning to speak, and later to be able to write, in full sentences, as well as developing their manipulative skills with toy tools and building blocks. Children have ongoing access to computers in the pre-school room, where they play simple games which familiarise them with using a mouse and keyboard. This also provides more development of fine manipulative skills. Age-appropriate books are accessible to children in all rooms, although these are not consistently displayed in a way that is attractive, in order to encourage children to choose them. Text is extensively displayed in all rooms with pictures or objects in order to help children to learn that it carries meaning. The nursery helps children to learn about a range of festivals that are celebrated by children and families locally in order to teach children about their diverse community. Pre-school children in addition, are taken on local outings and some further afield, such as to science museums and safari parks, to learn about the wider world.

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

The setting uses a key person system in order to support children's emotional welfare, and these staff show comprehensive knowledge of children, their routines and their interests. Key persons therefore provide effective support for children's emotional well-being, which consequently facilitates children's learning. Children and babies demonstrate self-confidence by exploring the space and resources thoroughly, indoors and outside, as well as by engaging with staff in their play. Children's behaviour is observed to be good and they use resources safely, because staff supervise this effectively. Children's social development is observed to be exceptionally well-supported due to the skill of the staff in the room for children aged from two to three years. This is because of the continual emphasis on communicating effectively with their peers, in order to share resources and experiences amicably. Some use is made of routines in order to extend children's learning or independence. For example, staff sing with babies as they wait for their morning snack. However, this is not consistently used to a very high standard across all rooms in the nursery. In pre-school, children are able to pour drinks of water for themselves and others, but do not have opportunities to help set up for lunch. Staff do not maximise the use of opportunities, such as sending children to wash their hands in order to reinforce learning about initial sounds using their names or to emphasise counting skills, for example.

The baby room manager is a highly experienced graduate practitioner and demonstrates a robust knowledge of how to reassure the youngest users of the nursery, as well as providing for their physical well-being. For example, walking babies have warm milk each time they return from outdoor play on cold days. When children join the nursery, detailed information regarding their health, routines, preferences and any comfort objects is obtained from parents. Parents receive daily written information about their care and activities because staff complete individual books for children each day, which parents can choose to take home. Staff also exchange information verbally with parents at handover times and this is written in a staff 'communication book' kept in each room. All staff check this as they begin work, which means that they are aware of any issues affecting any

child's well-being in the room, and therefore provide a high standard of support for individual children. There are comprehensive procedures in place to provide support for any child and their parents when a child does not settle rapidly. For example, the plans for their admission are altered to make it more gradual, as well as having regular meetings with the owner, key person and room manager to discuss progress. Confidentiality is respected at all meetings with parents, by using the nursery office or the room for non-mobile babies if this is not occupied. The owner has also been pro-active about implementing procedures to support staff at these times, by having regular meetings with them to discuss their practice and also give them more frequent breaks to help minimise any stress related to caring for a distressed or unsettled child. Transitions within the setting are well-managed, with plenty of discussion with parents to support children when changing rooms. A highly flexible approach to the length of time required, based on individual children's needs, is taken for all moves between rooms to maintain their emotional well-being. Detailed information to enable children's new key persons to settle them is passed on at meetings, such as their interests and dislikes, along with their up-to-date learning needs. The nursery passes comprehensive information to children's next settings, including schools when they leave, in order to support future progress. They also welcome children's future key persons or teachers into the nursery to observe children before they leave, as further support for this.

Resources and toys are highly accessible and consequently, children develop independence because they are able to make decisions about what to play with. Children's welfare is very well-protected by a comprehensive range of policies and parental permissions. The nursery provides an outdoor environment which gives children good opportunities to take reasonable risk in their play, with careful supervision, such as a climbing frame with a platform and a slide. Children have opportunities to climb, run or pedal on tricycles so that they learn to enjoy exercise as part of a balanced lifestyle. They show a good level of self-care and are able to manage their personal hygiene appropriate to their age and stage of development. Staff talk to children about the importance of maintaining effective hygiene routines, such as keeping their noses clean, and as a result, children learn why they should do this. Meals are healthy, and children have independent access to water over the day. This ensures that children receive a balanced diet and learn to manage their own needs for drinks. All areas of the nursery are clean and well-maintained to help prevent the spread of any germs. Suitable practical safety measures, such as safety gates and radiator covers, are used to help prevent accidents. An entry system with an intercom is used on the main door to the nursery, to protect children by preventing unauthorised access to the building. Additionally, there is ongoing closed circuit television footage visible in the office for all childcare rooms and some views of the outdoor areas to further protect children's safety. Staff deployment is observed to be effective to support children's welfare and learning, because children are always supervised indoors and outside according to, or better than, the statutory requirements for ratios of adults to children.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely, on the premises as well as on outings in the local area. Staff have a good understanding of how to manage any concerns they may have about a child's welfare due to a comprehensive knowledge of safeguarding and whistleblowing procedures. All managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and effective running of the nursery, including a policy for the safe use of devices with cameras, on the premises, such as mobile phones. A comprehensive range of policies and procedures is implemented to maintain a high standard of care and learning for all children in the nursery. For example, there are robust policies to support partnership with parents and for settling children into the nursery. As a result, the emotional well-being of children is well-supported at these times and partnerships with parents are effective in order for children to make good progress in their development.

Responsibilities of staff and managers are clearly defined to ensure that staff understand of how to carry out their roles to a high standard as they are aware of the expectations for their practice. Procedures for recruitment, induction and staff performance management are comprehensive and support the continual improvement of the nursery. For example, the owner has made arrangements to employ an early years teacher in the near future. Staff are supported to identify areas where they would like more training through regular meetings in their room groups, and also through supervision meetings. The owner has a good awareness of how to manage training and professional development that meets the needs of the staff. Hence, this enhances the care and education provided by the setting, as new staff are provided with important knowledge when they join. For example, staff are able to maintain children's security effectively by correctly using the nursery's procedures for answering the intercom at the front door.

Staff plan educational programmes based on the needs of individual children, which provide good levels of challenge for their age and stage of development. There are comprehensive systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. The staff's quality of teaching is monitored by managers through observations, as recommended in the previous inspection. This means that any underperformance can be quickly resolved so that staff are clear about the high standards expected from them. Staff practice is observed to be at least good and sometimes outstanding when supporting children's care and learning. The nursery has established effective partnerships with parents, with regard to planning for children's learning. Parents contribute to the nursery's plans for development both through verbal and written means. Staff have regular opportunities to share information with managers for the evaluation process at whole staff meetings and appraisals. The nursery's owner and managers demonstrate a purposeful approach to self-evaluation and this draws on views from in and outside the nursery, to support equality in the process. The owner is dedicated to continually seeking ways to enhance her nursery, and therefore enhance children's learning and care. This is achieved by having a development plan for each childcare room that is reviewed every six months or more frequently as needed.

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	EY265472
Local authority	Manchester
Inspection number	949072
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	53
Name of provider	Littleways Day Nursery Limited
Date of previous inspection	09/07/2013
Telephone number	0161 248 5889

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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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