

Little Sneakers at Lodge Park

15 Lodge Pool Drive, REDDITCH, Worcestershire, B98 7LH

Inspection date	04/03/2014
Previous inspection date	11/05/2011

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

- Children are highly motivated, confident and enthusiastic learners. The very successful key person system enhances the relationship with children and their families extremely well. This means that children develop very secure and trusting relationships with their key person.
- Practitioners have an excellent knowledge and understanding of how children learn. Children play in a highly stimulating environment, and are fully involved in their play and learning. Practitioners plan activities very effectively based on children's interests and this means children make outstanding progress in their learning and development.
- The management and practitioner team show a very strong commitment to improving outcomes for all children. There are very successful systems in place to monitor and evaluate all aspects of the provision through reflective practice and well-targeted action plans, to ensure that they maintain exceptionally high standards.
- Inclusion is given excellent priority and highly effective partnerships between parents, carers and other agencies ensure children's needs are very successfully met and their protection is assured.
- High priority is given to safeguarding and protecting children. This is evident through extremely effective practices that promote children's well-being and safety very well.

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 all playrooms and the children playing in the outside play space.
- The inspector talked to the practitioners and children, and held a meeting the provider and nursery manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and looked at a range policies, procedures and risk assessment documents.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the setting's own parent survey.

Inspector

Jacqueline Nation

Full report

Information about the setting

Little Sneakers at Lodge Park was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and is one of two nurseries and two out of school settings run by Sneakers Childcare Limited. It operates from a converted house in the Lodge Park area of Redditch. There is an enclosed area available for outdoor play.

The nursery is open Monday to Friday, all year round, except for bank holidays. Opening hours are from 8am to 6pm. Children attend a variety of sessions. Currently, there are 77 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 16 practitioners; 12 of whom hold appropriate qualifications to level 3, and two practitioners have Foundation Degrees. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery has close links with the local nursery school, and they also form part of the children's centre.

What the setting needs to do to improve further

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

- extend further the arrangements to share the setting's inspirational practice with other early years providers.

Inspection judgements

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

Children thrive in this very welcoming, supportive and child-centred nursery where they make outstanding progress in their learning and development. It is evident from talking to the older children during the inspection that they are very confident, keen to share their knowledge and talk with enthusiasm about what they enjoy doing. Outdoor play is a firm favourite. Practitioners are enthusiastic, highly committed and have an in-depth knowledge and understanding of how children learn. Observation, planning and assessment procedures are secure. This is because information gained from observations is used very effectively to make sure learning opportunities are tailored to meet each child's individual needs and interests. Any gaps in children's learning are quickly identified, and additional support provided to ensure they make the very best possible progress. Children's learning and development is monitored very effectively and their progress is recorded in individual 'learning journal' files. These show how children make extremely good progress in the seven areas of learning over time. Parents are very successfully encouraged to continue their child's learning at home. They are provided with information

each week about activities taking place in each playroom, and information about how they can continue activities at home to further enhance children's excellent achievements in their learning and development.

Practitioners are highly skilled in the way they guide and support children's play and learning with their thoughtful interactions and very good teaching techniques. They help children to work together to solve problems, and clarify ideas by asking open-ended questions as children play. Children's social skills, independence and ability to communicate with others are rapidly enhanced. This is because of the consistent and very positive practitioner interaction with the children during activities. For example, in the baby room, practitioners respond to the babies' babbling sounds and their emerging words. They also use Makaton signs and gestures to encourage children's speech and language development. Practitioners encourage younger children to participate in activities suggesting 'shall we do it, ready, steady....' This helps to enhance children's curiosity and foster their confidence. Practitioners speak to children clearly, using their name to gain their attention, and then ask questions to prompt a response or extend their play further. For example, during 'rice pudding' play practitioners use words, such as 'splash', 'tracks' and 'scoop' and they encourage children to explore textures and use their senses. Practitioners make sure children have sufficient time to concentrate on activities and experiences, and there is a very good balance of child-led and adult-led activities at family group time. Children's literacy skills are fostered extremely effectively and there are very good opportunities for all children to develop a love of books. All children have extensive opportunities to make marks. Older children recognise and practise writing their name, and begin to learn about the letters and sounds that make up their name.

Children's mathematical skills are fostered very effectively. Practitioners use numbers and counting through play from an early age. Children learn about simple calculation through fun activities and action songs as they pretend to be 'monkeys falling off the bed'. During family group time, practitioners sit and talk through the activity, giving children clear explanations and guidance. For example, during a shape recognition activity older children use scissors skilfully to cut out different shapes, and talk confidently about different shape names, such as a 'rectangle' and 'triangle'. Practitioners help children to develop their knowledge by asking them about the number of sides each shape has. Practitioners caring for the youngest children place an excellent focus on helping them develop in the prime areas of learning. This is particularly evident as they foster children's communication and language skills with their excellent interactions. Practitioners spend time at the children's level, and during play they introduce new words to effectively foster children's communication and language development. All children take part in a wide range of art and craft activities to enhance their expressive art and design skills. This is evident through the lovely displays of children's work which reflect their different skills and attainment well, from babies, to toddlers and through to pre-school. This includes their early mark-making skills and lovely drawing of 'our families'. Babies and toddlers love to explore the properties of sand and water, together with a wide range of natural resources and materials. Children are guided by practitioners who join in their play as they start to construct with bricks, put together train tracks and play with gear mechanisms. Children use their imagination well with their 'ideas' as they take on different roles and characters through role-play activities and dressing up.

Excellent organisation of the play spaces enables children to move around confidently, making choices about their play and learning. In the baby room children explore the space confidently, and investigate an excellent range of resources and natural materials. They use push-along walkers and pull-up bars to help promote their physical skills. All children love to explore the outside play space where they can dig in soil, explore the properties of sand and water and practise their climbing and balancing skills. Excellent use of photographs and labels on easily accessible storage baskets means that all children can access toys of their choice and this promotes their confidence and helps them to direct their own play. Children learn about diversity and use a range of positive image resources which helps them to begin to understand the needs of others. They take part in activities covering different festivals, such as Eid and Hanukah, and fund raising for a number of charity events. Younger children use a wide range of electronic toys to support their understanding of early technology, and older children enhance their skills as they use the computer. Outings provide children with opportunities to explore the local area and develop their understanding of the world. They talk about the weather, visits to the pet shop and enjoy trips to the pool close by to feed the ducks. Children benefit from the additional provision of a sensory room. This room gives practitioners the opportunity to plan small group activities that can provide calming, exciting or stimulating activities. Children enjoy story time, music sessions using animal puppets and opportunities to be physically active on the soft play equipment or in the ball pool. Overall, children develop outstanding skills for the future. Children develop positive attitudes to learning from a young age and flourish during their time at the nursery. This means that they are very well prepared for the next stages in their learning and well supported in their transition to school.

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

Children are at the heart of all that happens in this nursery. They develop highly effective bonds and secure emotional attachments with their key person and key partner. Practitioners know the children extremely well and talk knowledgeably about their unique characteristics. An excellent range of information is gathered before children start at the nursery using the 'family contribution record'. This includes children's individual needs, routines and starting points in their learning. Transitions between rooms are very thoughtfully considered to take into account the individual needs of children and parent preferences. Parents and carers are provided with opportunities to talk to practitioners at arrival and collection times. This ensures excellent continuity in children's care and learning. Delightful family photographs are displayed and very successfully support the children's sense of belonging and well-being. Each child also has their own 'picture pocket' where they can put the artwork they would like to take home.

An excellent focus is placed on children's personal, social and emotional development when they start at the nursery. This emphasis quickly helps children develop the underpinning skills needed for their future success. Children show that they feel very safe in the nursery through their play and interactions, and their behaviour is exemplary. Younger children like to snuggle in for cuddles, and all children are given reassurance and praise throughout the day. Children are supported extremely well by practitioners to manage their feelings, learn to share and develop positive relationships with their peers.

Each day the 'special helper' undertakes small tasks which help them develop a sense of pride and responsibility. Practitioners respond to children's positive behaviours during play and give praise, for example, by saying 'that's being a good friend'. Even the youngest of children are familiar with the nursery routine, and they help to tidy up toys before lunch. Practitioners talk to children about keeping themselves safe through their play and explorations. They talk about road safety, and ask children what they wear to keep themselves safe in the car; children confidently respond saying that they wear a 'seat belt'.

Excellent attention is given to encouraging children to adopt a healthy lifestyle, and a healthy ethos is promoted at all times. Children are provided with a range of healthy snacks, and well-balanced meals are provided by an outside caterer. Children's well-being is a priority at this nursery. Excellent arrangements are in place to minimise the risk of cross-infection in the nursery. The premises are very effectively organised and maintained to a very high standard; this ensures children are kept safe and secure. Toys, resources and equipment are regularly checked to ensure cleanliness and safety is maintained at all times. There is an exceptionally strong focus on inclusion and supporting children with special educational needs and/or disabilities, and children who speak English as an additional language. Practitioners have an excellent knowledge of each child's background and individual needs. The nursery has well-established multi-agency links, and excellent partnership working with parents and carers ensures children get the support they need to make excellent progress. Linguistic diversity is valued within the nursery, and children are fully supported to use their home language during their play. Practitioners gain some key words and phrases from parents and use these with the children as they play. This gives children confidence and helps support the settling-in procedures.

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

Leadership and management are outstanding. They have an excellent understanding of their responsibility to meet the safeguarding and welfare requirements, and highly successful arrangements are in place to monitor their implementation. This nursery is exceptionally well organised. The arrangements in place to help safeguard children and promote their welfare are very well embedded within the nursery. The management and practitioner team and all adults working within the nursery have an excellent understanding of their safeguarding responsibilities to ensure children's welfare and protection. There are clear and effective procedures in place if there are any concerns raised about a child in their care, or allegations made about a practitioner. Parents are informed about the safeguarding procedures and the use of mobile phones and cameras in the nursery. This further protects children and helps to keep them safe. Rigorous and robust systems are in place for the recruitment and selection of practitioners to ensure their suitability to work with children. Practitioners' ongoing suitability is supported through highly effective systems for supervision, appraisals and performance management. Excellent arrangements are in place regarding the programme for professional development, leading to a highly qualified and knowledgeable practitioner team. The impact of this can be seen as the management and practitioner team constantly monitor, evaluate and reflect on their practice to identify their strengths and areas for

development. Highly effective action plans are in place and this ensures outcomes for children are improving at all times. Teamwork in the nursery is very strong; practitioners are caring, enthusiastic and fully committed to their roles. Children's safety is a priority and practitioner deployment is very well managed. Risk assessments are thorough and ensure hazards to children are minimised. Children's welfare is highly safeguarded as documents show a very clear record of children's attendance, any incidents, accidents or medication administered. A comprehensive range of policies and procedures are in place to support the efficient management of the provision and keep parents and carers well informed about how the nursery operates.

Partnerships with parents, carers and external agencies are very strong to ensure children's needs are met. Parents receive a wide range of information that explains how the provision operates, and about the aims and aspirations of the nursery. A delightful document entitled 'A child's journey at Sneakers' explains to parents about what happens as their child moves through the nursery. For example, it explains how children's progress is monitored at every stage of their development, and sharing this information at termly parents' meetings. It also includes very useful information about the key person system and transition information that eventually guides each child as they move on to school. The nursery has effective links with local schools, and teachers are invited to visit the nursery to meet the children before they start school. Parents spoken to during the inspection speak very highly about the nursery and the 'brilliant' practitioner team. They are very appreciative of the quality of provision, the support they receive and the progress their children make.

Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings. This sharing of information and practice is an area the management team wish to enhance further. Leadership and management of the setting set high aspirations for quality, and this underpins all aspects of care, teaching and learning in the nursery. There is an excellent overview of the curriculum through monitoring of the educational programmes to ensure they have sufficient depth, breadth and challenge, and reflect the aptitudes and interests of the children. Robust systems are in place to ensure the quality of teaching and learning, and the progress of children is monitored effectively. This ensures that gaps are narrowing for groups of children, and all children achieve exceptionally well given their starting points in their learning.

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	EY217547
Local authority	Worcestershire
Inspection number	954721
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	77
Name of provider	Sneakers Childcare Limited
Date of previous inspection	11/05/2011
Telephone number	01527 523279

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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