

Little People of Burnley

Eldwick Street, BURNLEY, Lancashire, BB10 3DU

Inspection date	10/04/2014
Previous inspection date	17/08/2009

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

- The quality of teaching is good and as a result, children are eager and motivated to learn. Staff are skilled in providing for their individual needs, ensuring that every child makes good progress considering their starting points.
- Children are very settled and content, because all staff provide a caring and nurturing environment that effectively promotes their emotional well-being.
- Leadership and management is good because the manager monitors teaching to ensure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress.
- Safeguarding procedures are very strong. All staff have attended safeguarding training and have a good understanding of their responsibilities to keep children protected and safe from harm.
- Partnerships with parents is effective. Parents are extremely positive about the care and education their children receive. As a result, children's needs are met.

It is not yet outstanding because

- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations is not yet fully embedded to further improve teaching.
- There is room to build on the already good partnerships with parents to further promote the importance of home learning.

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.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector observed teaching and learning activities in three of the playrooms and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Joanne Parrington

Full report

Information about the setting

Little People of Burnley is a private day nursery owned by 'Just Childcare Ltd' nursery group. The nursery is registered on the Early Years Register. It operates from a purpose built premises close to Burnley Hospital in Lancashire. It has four playrooms and two age specific outdoor play areas. The nursery serves the immediate locality and the surrounding areas and is accessible to all children. It opens Monday to Friday from 7.15am to 6pm, all year round except for Easter bank holidays and a week at Christmas. Children are able to attend for a variety of sessions. The nursery has been awarded 'Step into Quality' and is currently working towards the 'Lancashire Quality Award'. There are currently 57 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The nursery employs 10 members of childcare staff, whom all hold appropriate early years qualifications. These include; two members of staff with BA Honours in Early Years, one member of staff with an Early Years Foundation Degree and seven members of staff at level 3. There is a qualified cook on the premises. The setting receives support from the Sure Start, Early Years and Childcare Service.

What the setting needs to do to improve further

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

- strengthen the already good strategies to involve parents in their children's learning at home, in order to extend and maximise children's learning potential even further
- build on existing good systems for the monitoring of staff performance so that they are sharply focused on raising the practice of all staff to the highest levels, for example, by embedding peer observations.

Inspection judgements

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

Children make good progress in all aspects of their learning and development. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and deliver strong and consistent teaching that is tailored for each individual child and covers the seven areas of learning. Planning arises from accurate observations of children's efforts and achievements as they learn through play. Children have opportunities to engage in child-initiated play as well experiencing a variety of adult-led tasks. The good quality

teaching ensures staff make good use of activities, such as hoop games, to encourage children to count and use mathematical language. They ask questions, for example, 'how many points have you got now?' and 'how many more points do you need to get to 10?'. As a result, children count reliably with numbers from one to 10 and carry out complex mathematical sums. Staff provide a wide range of materials, resources and sensory experiences to enable children to explore colour and texture. For example, they enjoy manipulating play dough to make faces and using ink dabbers to create pictures as they develop their imagination and creative skills. Staff are skilled in adapting activities accordingly to meet individual children's needs and stages of development. For example, children in the pre-school room delight in writing their name inside their Easter cards. Some children use name cards to help them, whilst others confidently and independently write their own name. Staff teach children letter sounds and explain how to form letters correctly as they progress their communication and language skills. Consequently, children demonstrate the characteristics of effective learning to support their preparation, and development of those skills necessary for their next steps in learning and school.

Children enjoy their time in the nursery as they learn to socialise and make friends. They access all areas, indoors and outside, as they explore, investigate and discover their world around them. Outside, children discover the properties of water as they fill their watering cans and buckets, from the main water container. They delight in pouring the water down the water trail watching with fascination as it trickles down the spouts. Problems are solved with intuitive intervention, incisive questioning and support from staff. When the water bucket is empty, a member of staff encourages the children to consider where they may get more water from. A child declares proudly 'I have an idea' and sets about filling the bucket using the outside hose pipe as they learn to express their solutions in solving problems.

Staff have secure partnerships with parents and value parental contributions. Parents are invited to be part of the assessment process and contribute to the undertaking of the baseline assessments and the progress check at age two. Additionally they are invited to attend parents' evenings and to contribute to their children's development files. Parents are also encouraged to share information regarding children's development at home. However, the nursery is less effective in sharing information about what parents could do at home to link in with their topics and activities in order to strengthen the already good practice. For example, activities carried out at nursery could be enhanced at home, such as working on the focus letter of the week or bringing in an object from home. Parents are very complimentary about the nursery. For example, they comment 'When I am at work I don't need to worry because I know he is safe and enjoying himself', 'When I came to look round I was made to feel very welcome, staff are very approachable', and 'I am very happy with the progress he has made and feel staff have prepared him well for school'.

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

An effective key person system means that staff support children's emotional well-being. There is a gradual admissions process in place which allows children and parents to build

warm relationships with staff. As a result, children are very happy and settled. Within the baby unit the new children, who have only been attending a few months, are settled because staff focus on their emotional well-being creating a calm, welcoming, and nurturing environment. Parents provide in-depth information about their child's routine and needs, so that staff can support each child accordingly. Within the comfy area in the baby unit, pictures of family members are placed on the 'family tree' for staff to look at with the babies. As a result, babies begin to feel safe and emotionally secure. Effective procedures and skilled key persons ensure that children are extremely well-prepared for their next stage in learning. Transition records are passed onto the next room in nursery or setting, so children are able to continue learning from their current stage. Additionally, teachers are invited to observe the children in the setting so they have a good understanding of the child's needs.

Children learn about healthy lifestyles through moving freely between the indoor and outdoor good quality and well-resourced learning environments. This allows them to have freedom to choose their preferred learning environment to meet their needs and to learn to manage risk. They are encouraged to access fresh air and to participate in physical activity on a daily basis to develop their physical skills. They learn about good hygiene routines and from a young age and independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before and after eating, and when they come in from playing outdoors. Discussions with staff support their developing understanding of the reason why, for example, to remove germs. There is a designated cook at the nursery who prepares freshly made meals which are balanced and nutritious. The nursery takes part in 'Smile for life' campaign to promote oral hygiene and well-being. Dietary needs and preferences are discussed with parents and adhered to carefully to maintain children's health and well-being. Children are encouraged to self-serve at meal times promoting independence and helps them to learn about portion sizes.

Children demonstrate excellent behaviour which is influenced by the positive role modelling of staff. Children's behaviour is managed effectively in the nursery because staff provide clear boundaries. Staff support children to learn about the consequences of their behaviour. For example, in pre-school they are able to describe the traffic light behaviour system on display and describes how if they are good their photograph will stay on green and they will get a sticker. They also discuss the consequences, that, if they are a little bit silly, they move onto yellow and will go onto red. Staff talk to children throughout the session, praising good behaviour. Consequently, older children learn to negotiate and compromise as they learn to share, take turns and make the right choices about their behaviour. Staff provide children with praise and encouragement demonstrating they value the achievements and efforts that are made, therefore, promoting children's confidence and self-esteem.

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

Safeguarding procedures in the nursery are rigorous and effective in ensuring that children's welfare, care and development is assured. All staff have completed safeguarding

training and demonstrate a high level of understanding about their role to protect children in their care. They know what procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Staff supervise children well, consequently, children are suitably protected. Procedures regarding the use of mobile phones and cameras in the setting are clear and implemented effectively by the setting. Safe recruitment procedures are thorough and all adults involved in the operation of the nursery undergo the required clearance checks to assess their suitability to be with the children. As part of the nursery's robust policy, staff are re-checked every three years to ensure their ongoing suitability. References are gained prior to any new staff starting at the nursery and induction processes are in place. Staff are further supported through appraisals to improve teaching .

The learning and development requirements are clearly understood by the manager and staff. Teaching is good and ensures that children's learning and development is given high priority. Staff are well-qualified and as a team, they consistently plan for and review children's learning and the experiences they provide. The manager monitors the staff's assessment of progress children make across all areas of learning and analyses the data to identify any areas of learning where children may have gaps. This enables her to identify any possible further training needs for staff and to ensure any identified gaps in children's learning are speedily addressed. This contributes to the nursery's ongoing commitment to further improvement and to provide the best outcomes for all children. The manager monitors the quality of teaching through direct observations, reviewing the outcome and setting performance targets for staff members. Although, staff have begun to carry out peer observations, these are not yet embedded to see the practice of staff raised to the highest level through honest and critical reflection.

The manager has a good understanding of the strengths and aspects for further development of the setting and works with staff, parents and children to maintain continuous improvements. Parents are fully involved in the self-evaluation of the setting promoting a collaborative approach to driving improvement. Staff ensure parents views are sought through questionnaires and comments giving ideas in how the service could be improved. For example, parents suggested additional activities such as swimming, drama and dancing clubs. They also comment on how well their children are gaining skills for the future and express their deep appreciation of the progress their children are making and the friendly, caring approach of staff team. The nursery is well-established within the community and has built effective positive partnerships with other professionals and agencies to identify and meet children's individual should the need arise. This includes developing links with the local schools that children may be attending later in the year.

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	EY293733
Local authority	Lancashire
Inspection number	856392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	57
Name of provider	Just Childcare Ltd
Date of previous inspection	17/08/2009
Telephone number	01282 427854

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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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