

Little People of Habergham

Padiham Road, Burnley, Lancashire, BB12 6PA

Inspection date	16/04/2014
Previous inspection date	13/11/2013

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 welfare and development is well supported through the effective partnership working with parents.
- Teaching is good because staff have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- Babies' and children's emotional well-being is well-promoted. They develop strong bonds with their key person, who helps them to feel safe and secure in the nursery.
- Children's safety is well supported through the comprehensive and consistently applied risk assessments. Staff ratios and good deployment ensure children are cared for in a safe and secure environment.

It is not yet outstanding because

- The organisation of mealtimes for older children does not help them develop their independence throughout the whole routine.
- There is scope to provide more opportunities outside for older children to experiment with numbers and become more familiar with numerals, in order to build on their mathematical development.

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 children's play and staff interaction.
- The inspector spoke with the nursery manager, individual staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting and the documented self-evaluation systems.

Inspector

Sue Rae

Full report

Information about the setting

Little People of Habergham opened in 2004 and is one of a group of nurseries privately owned by Just Childcare Limited. It operates from converted church premises on the main A671 through Padiham in Lancashire. It serves children of the local and wider areas and is accessible to all children. The nursery opens five days a week from 7.15am to 6pm, excluding Good Friday, Easter Monday and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two rooms and they have access to an enclosed outdoor play area. The nursery has a pet rabbit. There are currently 44 children on roll in the early years age range. The nursery provides funded early education for two- three- and four-year-old children. The nursery employs eight members of childcare staff, including the manager, all of whom hold an appropriate early years qualification at level 3. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and 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:

- review the organisation of mealtimes for older children to provide consistent routines, including opportunities for them to increase their independence and take a more active role in age-appropriate tasks, such as, setting the table, serving food and tidying away afterwards
- enhance the stimulating learning environment outside to enable older children to further extend their understanding of mathematics and experiment with matching numbers, numerals and objects.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of staff caring for them. Attentive staff play alongside children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff have a secure knowledge of how children learn. Through precise observation, assessment and individual planning of

children's next steps, children make good progress considering their starting points, age and capabilities. This information is also used to inform the required progress check at age two, which is shared with parents. Staff plan activities and opportunities together as a team, taking into consideration children's interests. Good quality information regarding children's needs and the activities they take part in are shared. Parents are actively involved in contributing to their children's development through daily discussions. Regular parents' evenings effectively update parents on their child's progress, as do individual reviews, completed every 12 weeks. These enable parents to support their child's learning at home, in order to help children make optimum progress. They are actively encouraged to access their child's record of learning and share information about their child's learning at home. For example, they can add comments to the parental observation sheets. Resources, such as the weekend bear and diary and story sacks, further involve parents in children's learning and they are encouraged to contribute to topics. For example, they bring to nursery items from their holidays to encourage discussion.

All areas of the nursery are well-organised to allow children to select activities for themselves. Inspiring displays of children's work give them a sense of being valued, resulting in their confidence and self-esteem being promoted. A well-organised balance of adult and child-led activities means children learn to explore, to think and learn to play together. Through social occasions, such as lunchtime, children develop their personal, social and emotional skills. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals. However, opportunities to set the table, serve their own food and tidy away afterwards during mealtimes are not consistently exploited to provide further opportunities to promote older children's independence. Babies and young infants are effectively supported during mealtimes and are provided with opportunities to feed themselves using their fingers and spoons. Children are able to move around freely and have access to a well-resourced secure outside space where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bicycles. Children clearly enjoy taking part in action and rhyming songs, as they enthusiastically move around like flying saucers, learning to use vocabulary in adding and subtracting. Access to a range of writing materials allows all children to explore their early writing skills. Children recognise that print carries meaning through the wide array of labelling in the environment. However, opportunities to further develop children's understanding of mathematics and experiment with matching numbers, numerals and objects is less well-supported outside. This is because numbers as labels are not used as well as they could be to ensure children's learning is always extended in this area. Babies confidently explore the paint as they investigate the texture and creatively use it to make patterns. Activities that promote children's hand and eye coordination are promoted indoors and outdoors. For example, children pour water down the plastic guttering, thread bobbins using cord and fill and pour using different utensils in the sand.

Children are secure in communicating their needs and preferences and they confidently approach staff to ask for help when needed. Children develop their vocabulary using words, such as, 'fast', 'slow' and 'sequence' as they enthusiastically join in with activities, which teach them about letters and sounds. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of

early walking skills. Babies grasp rattling or musical objects, passing them from one hand to another, observing them with intrigue, developing their coordination. Toddlers investigate simple technology toys; pushing buttons to create flashing lights and sounds. When staff read stories, children sit and listen and are interested to hear what happens next, their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving on to school.

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

Staff are positive role models, who are calm and caring in all their interactions with children. They have a good understanding of the expectations for children's behaviour, taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and caring attitude. Staff recognise and offer praise for their kindness and their very positive behaviour. The key-person system is successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. The environment in each area provides a good range of age-appropriate toys, games and resources, which are easily accessible to children to promote their learning. All children show an extremely strong sense of belonging within the nursery and are developing a good understanding of how to manage risks and challenges relative to their age. For example, staff support children to stay safe when using the bicycles. They explain where it is safe to ride their bicycles to keep themselves and others safe. Children's physical development is supported very well. Staff support younger children as they take their first steps or refine their skills using furniture and soft play equipment. All children benefit from access to an outdoor play area. Here they enjoy a good range of activities, such as, wheeled toys, a large sand pit, digging and planting activities and a mud kitchen where they can develop their own ideas and experiment. Their self-esteem, confidence and emotional security are well supported through acknowledging their individual needs and traits.

Behaviour across all age ranges within the nursery is excellent. Staff ably encourage children from an early age to learn about the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction and encourage them to join in with other toys. Older children demonstrate their understanding as they take turns and listen to each other. They work together showing effective negotiating skills as they cooperate to share the large spoons as they fill containers and take turns to transport the sand. Other children show how they work extremely well independently as they engage in practising their early writing skills writing their names on their pictures. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They wash hands before snack and eagerly and expertly tidy up at suitable times.

Children relish the home cooked meals, which are prepared on site. The appetising, nutritionally balanced meals take account of children's allergies and dietary requirements,

so that only suitable foods are offered. All children have access to drinks of water throughout the day helping to keep them hydrated. Children learn excellent self-care skills as they learn to be independent by putting on their own coats and choosing to play outdoors. Nappy changing procedures for babies and young children are unique to each child and staff are sensitive with them. For children at the potty training stage, staff work exceptionally well with parents and at the child's pace, sensitively assisting them to adjust to new routines. Staff skilfully support children when the time comes to move on, both within the nursery and to school. Moves within the nursery are at children's pace, working in partnership with parents. Regular visits to the new room with their key person enables a bond to develop with the new key person. Staff support this as they make the move gradually, enabling children to feel comfortable and at ease. This means their emotional well-being is truly supported. Parents and children are well-prepared for the next stage in their learning and development as the setting supports them in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are extremely strong.

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

Staff are confident of their responsibilities to safeguard children. They know the procedures to follow and fully understand who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the manager monitors their knowledge through 'question of the day' and discussion at staff meetings. Children's safety and protection is further assured because staff are also secure about the procedure to follow with regards to concerns about adult behaviour. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors they have been informed of all the relevant policies and practices. Staff ratios are good and children are well supervised. Staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. A written risk assessment is reviewed annually and comprehensive individual risk assessments are carried out for new activities and each outing outside the nursery. Records of complaints are accurately recorded and these are effectively managed. Each day, staff follow a checklist to help visually check the nursery is suitable and safe for children. Legally required records for children's welfare are accurately maintained, such as children's attendance records and medical records.

The management team have a detailed understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. There is a strong drive for improvement to support children's achievements over time, reflected in effective systems for self-evaluation. This includes close monitoring of the planning and delivery of the educational programmes and the assessment of children and their progress. For example, the manager regularly reviews children's records of learning and assessment documentation to ensure early intervention is put in place for individuals or

groups of children who may need additional support. Staff ensure that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. The staff team are continually reflecting on what they do, in order to improve the quality of the provision. Children and parents are involved in the process, their views are actively listened to and their ideas and suggestions implemented. Systems for monitoring and addressing the overall quality of teaching are developing well, for example, through peer-on-peer observations, which inform regular supervisions. Appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the settings strengths and target plans are in place to secure further improvements. For example, the nursery's involvement in the Every Child a Talker (ECaT) national programme is successfully reflected in the practice in the toddler and pre-school rooms.

Partnerships are well-established. Communication takes place between providers and external agencies supporting individual children on a regular basis to ensure information is shared and promotes children's well-being and learning. Positive relationships with parents are well-established, ensuring each child's needs are met. Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback from our children's key worker everyday'. They comment that staff are friendly and approachable and support children's learning and development well. The manger recognises the importance of these partnerships and continually strives to find new ways to encourage parental involvement.

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	EY293784
Local authority	Lancashire
Inspection number	965491
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	44
Name of provider	Just Childcare Ltd
Date of previous inspection	13/11/2013
Telephone number	01282 774422

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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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