

Little Learners Nursery-Tamworth Campus

Croft Street, Tamworth, Staffordshire, B79 8AE

Inspection date	01/07/2014
Previous inspection date	20/03/2012

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

- Teaching is good because staff are highly skilled and knowledgeable about how children learn through play. As a result, children make good progress.
- Safeguarding practice is fully understood by all staff. As a result, children are well protected and safeguarded in the nursery.
- The managers are committed to the continuous improvement of the nursery and value the professional development of all staff. This has a significant impact on children's learning.
- An effective key-person system helps children form positive relationships and secure attachments, promoting their well-being and development.
- Strong relationships with parents are based on good communication and very effective information sharing, which supports children's care and learning.

It is not yet outstanding because

- Children do not always have rich opportunities to learn about linking sounds with letters.

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 observed activities throughout the nursery, in both indoor and outdoor spaces.
- The inspector spoke with the manager, nursery officer, staff, parents and children throughout the day.
- The inspector looked at documentation, including children's learning journals, planning, a selection of policies and procedures, monitoring systems and staff records.
- The inspector conducted a joint observation with the manager.

Inspector

Dawn Robinson

Full report

Information about the setting

Little Learners Nursery - Tamworth Campus opened in 1992 and is registered on the Early Years Register. It is managed by South Staffordshire College and it operates from mobile units located within the South Staffordshire College grounds in Tamworth, Staffordshire. The nursery serves children of students, staff at the college and also children from the surrounding areas. The nursery opens five days a week, from 8.30am until 4.30pm during school term times. Children attend for a variety of sessions. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 53 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 10 staff working directly with the children, all of whom have appropriate early years qualifications. There is one member of staff who holds a BA Honours Degree and three members of staff who hold foundation degrees in early years. One member of staff holds a qualification at level 4 and a further five members of staff hold a qualification at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the more able children's phonic knowledge by providing more frequent opportunities to link sounds to letters.

Inspection judgements

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

Children thrive in this well-organised and stimulating nursery. Staff are well qualified, have a good knowledge of the Early Years Foundation Stage and understand how children learn. They know their key children well, and work in partnership with parents to ensure continuity in their learning and care. Staff work with parents to gather comprehensive information about children before they start at the nursery. This information is used to establish clear starting points and ensure that all children's individual learning requirements are catered for. Each child has an individual file, containing a wealth of information linked to the areas of learning. Their files contain observations, photographs, details of achievements at home and regular assessments. These are used to effectively track children's progress and to plan for their next steps in learning. Staff, in each room, provide a broad range of interesting and challenging activities, suitable for the children's age and stage of development. The wide range of activities regularly incorporates children's interests and, therefore, promotes their enjoyment. Adult-led activities are carefully planned to build on children's existing knowledge and skills, and ensure all their

individual needs are met. Consequently, children are well-prepared and motivated for the next steps in their learning, including starting school.

Babies share warm and caring relationships with the staff as they play with boats and containers in the water. Staff provide a range of activities to stimulate their senses. For example, they add different scents to ingredients, used for messy play, or explore musical instruments. In addition, these activities provide opportunities for the children to develop their physical skills. Children happily move between the indoors and outdoors. Teaching is rooted in a good knowledge of how children learn through play. Staff support children in their mathematical development as they play with toy goats, placing them in order of size. Children recall the story of the Three Billy Goats Gruff and enjoy joining in with repeated refrains, such as 'Who's that trip trapping over my bridge?' They use appropriately gruff voices which supports communication and early reading skills. They have great fun as they send different objects down sloped guttering to find out which objects move easily down a slope. Staff ask open-ended questions to encourage the children to think about how things work. As a result, children learn to make links and notice a pattern, developing their critical thinking. Imaginative play is developed in the toddler room where children enjoy playing in the shop. They pretend the reading area is 'home' and sit down to talk about their purchases. Writing areas in each room provide opportunities for children to make marks, recognise and write their names, and develop their early writing skills. Older children take part in regular activities to develop their phonic skills. However, there is scope to extend the more able children in linking sounds with letters.

Children who speak English as an additional language are well supported by staff. As a result, they are able to interact and communicate effectively with other children, and make good progress. Children with identified special educational needs and/or disabilities are supported very effectively because staff meet regularly with parents and outside professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development. Staff and parents effectively share information. Parents talk about being able to easily access their child's learning journal and the regular meetings they have to discuss their child's development. The effective partnership with parents ensures continuity of care and learning within the nursery and at home. For example, parents are provided with support and advice on the use of dummies or activities to support their next steps. Parents are involved in contributing to the progress check for children between the ages of two and three years, which are completed and shared with the health visitor. The nursery has a wide range of information leaflets to support parents at home, for example, toilet training. Staff provide additional activity packs, which can be used to support the next steps for individual children. A variety of workshops and events provide parents with opportunities to learn alongside their child. In addition, parents value their child's achievements at home by bringing in photographs, samples of work or writing down their child's accomplishment. These can be displayed in the nursery or added to their learning journal.

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

Staff and children share good relationships, with an effective key-person system in operation. Staff are able to talk in detail about individual children and their needs. As a

result, children are happy, confident, and safe and secure indoors and outside. Information is effectively shared between the nursery, parents and other settings which children attend, ensuring continuity of care and learning. Children learn to stay safe and have opportunities to take risks as they climb low trees under adult supervision. Children are reminded about looking for strong branches to climb on, and adult support is available for those who request it. Regular fire drills teach children how to stay safe in an emergency. In each room children are able to independently select activities of their choice. Photographs are displayed at a low level to show the children the routine of the day and planned activities. Children are able to request other resources from the nursery's wide range of quality equipment. Resources in each room are easily accessible for the children. For example, babies are able to access natural materials stored in baskets or crawl into a cosy den. Babies are able to choose other activities or resources by pointing to photographs, which are put out in front of them. Older children are able to select and put away resources independently on the low-level shelving and storage boxes. For example, children are able to access magnifying glasses to take outside to look for mini-beasts. The environment is calm and well organised, with motivated and enthusiastic staff who are good role models for children. Behaviour throughout the nursery is very good. Positive praise is awarded at every opportunity, which raises children's confidence and self-esteem. There are clear rules displayed on the walls in each room, alongside visual reminders of appropriate behaviour. Children understand that some resources are limited. In order to share fairly, they use a sand timer and know that when the sand has poured to the bottom their turn has finished. As a result, children have an agreed understanding about taking turns and sharing with a system in place to resolve any disputes.

The nursery ensures that information is gathered from parents, regarding baby's routines and food requirements. Information regarding specific dietary requirements or allergies is clearly displayed for staff. Parents are able to attend the nursery to breast feed their baby with facilities being made available to them. Babies and toddlers are provided with a comfortable area to rest and sleep. They have their own individual clean bedding, and each child has a care plan providing details about their individual needs. Staff monitor them every 15 minutes to ensure their comfort and safety. Children's healthy growth and development is promoted because they are provided with a good range of nutritious and balanced meals and snacks. Staff talk to the children about keeping healthy and the food they have grown in the outdoor area, while children discuss the foods they need to eat to 'make big muscles'. They understand the importance of good personal hygiene and keeping their hands clean. The nursery requests that children bring their own toothbrush and toothpaste to enable the children to clean their teeth after meals. Older children develop their independence as they serve their own meals and pour their own drinks. Healthy snacks are provided during the session, which the older children can access unaided. Meal times are social occasions where children sit at tables with staff and talk about topics of interest to children. There are opportunities for the children to use the dance studio in the college for physical activities. The children enjoy playing parachute games or exploring different ways of moving to music. All children have regular access to the outside play area.

Transitions between rooms are well managed with children making short visits to their new room, and information being shared between staff and parents. This enables them to become familiar with their new surroundings and get to know their new key person.

Arrangements for children who move onto school are good. The nursery invites staff from all the feeder schools to visit the children, look at their records and meet with their key person. Children's individual files are sent to their new school with a final summary sheet of their achievements. The nursery supports the children's transition to school by providing circle time activities. Staff share stories about starting school, and children have the opportunity to share details with each other about their new teacher or uniform. Children are encouraged to become more independent in fastening zips or tying shoe laces in preparation for school. This ensures that the transition between nursery and school is a positive experience for the children. As a result, children talk with enthusiasm and confidence about their new school.

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

Management and staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern and knowing procedures to follow. They keep their knowledge about child protection issues up-to-date through training. Children are well-supervised, and the staff are vigilant in ensuring children stay safe. For example, daily safety checks are undertaken, staff open the door individually as parents arrive, and visitors' identification is checked and recorded in a visitors' book. There are comprehensive policies and procedures, which promote children's safety, health and well-being. There is a clear policy on the use of mobile phones and cameras. Parents are provided with copies of policies and procedures when their child starts at the nursery. They are regularly reviewed and there is a policy of the week displayed on the noticeboards. The premises and resources are well maintained through the effective use of risk assessments and daily visual checks. All staff have attended relevant first aid training. This means that children are well protected in a safe environment.

The management and staff are well qualified, and demonstrate a thorough knowledge of the learning and development requirements. Effective systems are in place which provides the manager with a clear overview of children's progress. Each room provides data on the overall progress of children in each area of learning. The performance of staff is formally monitored through supervision and appraisals, and informally through peer observations. The qualifications of staff, and their continual professional development, have an extremely positive impact on outcomes for children's learning and development. All staff are fully committed to developing their own knowledge and skills through regular attendance on training courses. For example, the recent training on mathematical development has had a huge impact on the nursery environment and the children's interest in numbers. There are clear and supportive systems in place for the induction of new staff and students. Self-evaluation is good because the nursery effectively identifies what they do well and how they can help children learn. It takes into account the views of staff, parents and children, in addition to other professionals. The nursery is committed to listening and responding to parent's views and comments. Parents are asked to complete regular questionnaires, and the nursery is swift to take action on any suggestions made.

Development plans are used effectively to ensure continuous improvements are made which impacts on the outcomes for children.

Partnerships with parents and staff are effective as they work together to support the children in their learning and development. Staff communicate with parents daily through verbal feedback or a communication book. As a result, parents are fully informed about their child's session at the nursery. Regular newsletters are provided to ensure that they are kept fully informed. For example, the newsletter provides information about what is happening in the nursery, forthcoming events and ways in which parents can support learning at home. Parents comment positively about the nursery, and say they are 'very pleased with the guidance and support of all the members of staff'. The nursery works well with the college, external agencies and other professionals. This ensures that children's individual needs are being met by accessing the appropriate support and guidance if needed. Staff understand the importance of working in partnership with other providers and the local primary schools. There are clear plans for transition activities into school and the partnership with the local schools is well established. This supports the children to be prepared to move onto school with confidence.

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	218458
Local authority	Staffordshire
Inspection number	865754
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	53
Name of provider	South Staffordshire College
Date of previous inspection	20/03/2012
Telephone number	01827 304 342

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Type of provision

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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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