

Little Academy Nursery

Tipton Sports Academy, Wednesbury Oak Road, TIPTON, West Midlands, DY4 0BS

Inspection date	08/07/2014
Previous inspection date	08/07/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is generally effective because all staff have an understanding about how to promote children's learning. As a result, children's progress is sound given their starting points and capabilities. Children are well-behaved because staff encourage children's resilience and use meaningful praise.
- The effective partnership with parents is supported through two-way communication, ensuring they are well-informed about the systems within the provision. Children's transitions into school are supported through strong partnerships with other providers.
- Risk assessments keep children safe and well. Safeguarding children is a priority within the provision. Effective management procedures, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders, and improvements bring about generally effective changes that benefit the children.

It is not yet good because

- The management do not always effectively monitor the deployment of all staff to maximise children's learning opportunities.
- Opportunities for older children to make marks is not maximised because staff do not ensure resources in the outdoor areas cover all areas of learning.
- Snack times are not used effectively to further promote children's ability to do things for themselves.

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 looked at a range of documents, including attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log, and a range of policies and procedures which supports the service provided.
- The inspector observed activities in the indoor and outdoor play areas used by the children.
- The inspector conducted a joint observation with the registered individual, held meetings with the registered individual, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day, and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

The Little Academy Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained unit in a sports centre in Tipton and is managed under private ownership. The nursery serves the local area and is accessible to all children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff, including the owner. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the deployment of staff throughout the day promotes children's individual needs and well-being at all times.

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

- improve opportunities for older children to make marks, for instance, by making resources, such as water and brushes available for children's outdoor play times, to support their skills in literacy
- enhance children's independence further, for instance, by encouraging them to pour their own drinks and cut up their own fruits during snack times, so that they consolidate their learning about how to do things for themselves.

Inspection judgements

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

The management team have a sound awareness of the learning and development requirements of the Early Years Foundation Stage. Since the last inspection, they have improved the key-person system by ensuring that children's care and learning focusses on the prime areas of learning. As a result, planning is tailored to meet children's individual needs. For example, each child is now allocated a key person from their time of entry to the nursery. Also, the provision has implemented a 'buddy system' to ensure there is a second key person in place, to support the child and keep parents informed during staff

absences. Consequently, children's needs are identified and their well-being is fostered. The provision has also improved the observation, assessment, planning and identification of children's next steps. For example, following recent training, the staff have an improved awareness of how to plan a suitable and challenging environment, particularly during adult-guided play times. As a result, staff now effectively support children, through better use of open questions and encouragement, to 'have a go'; thereby ensuring children's progression is fostered given their starting points. Teaching is sound throughout the provision, and children are making adequate progress towards the early learning goals and are developing the skills they need in readiness for school. The management and staff are committed, show a renewed enthusiasm and have higher expectations of the children they care for. All staff ensure that the teaching strategies used enhance children's physical and communication skills, alongside their personal, social and emotional development. For example, the staff support and encourage children to think critically as they play. Staff working with the younger children encourage their imagination and interest in books as they ask, 'what are we reading today?' and 'show me some good sitting'. The staff further encourage children's listening skills by using gestures and voice intonation to gain and keep their interest. Children also explore cause and effect as they push the various character buttons on interactive toys to make animal noises. This supports children's understanding about the world around them.

As older children mould and cut the play dough, staff encourage their understanding about shapes and colours, and talk to them about concepts of big and small. Children's interest in mathematical concepts is further supported by staff as they encourage them to count the girls and boys during various activities throughout the session. All children help themselves to the resources around them, supported by the staff that encourage them through demonstration and commentary. The staff take small groups of three or four children out to play during the session. During these times, children enjoy riding their tricycles, running about with their peers and playing ball games. At times, however, the staff do not ensure that resources for older children to explore and make marks are accessible during their outdoor play times. Consequently, development of their literacy skills is not always fully maximised by the staff. In addition, although ratios are met, the deployment of staff does not always fully support all children throughout the day. All children enjoy joining in with their peers and the staff as they sing rhymes and songs, and enjoy story time. The staff working with the toddlers support them with their choices as they follow their lead. Children of all ages enjoy outings to places of interest. This includes attending gymnastics club, where they use a range of large and small equipment, to support their physical development. Children enjoy jumping on the trampoline, kicking the balls, waving the ribbons, and clambering under and over obstacle courses. During such times, staff encourage children to take risks under supervision, and talk to them about the importance of warming up and cooling down their bodies. Other outings enjoyed by children include visits to the local farm, where they see, touch and talk about various small animals. This and regular nature walks help children to find out about the world around them.

Children with special educational needs and/or disabilities and those who speak English as an additional language are generally well-supported by their key persons. Parents and staff caring for the younger children agree a suitable time to share a comprehensive summary of their child's learning and development, in time for their progress check

between the ages of two and three years. The management and staff implement a range of other strategies to support positive partnerships with parents. For instance, parents share what they know about their child through two-way exchange of information, thereby promoting consistency and continuity in children's learning and routines.

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

The emotional well-being of children is suitably fostered by their key persons. This supports close attachments, and builds children's feelings of self-worth and sense of belonging. Since the last inspection, a designated member of staff for behaviour management has been appointed. She, and all staff, have received training in supporting children's positive behaviour. As a result, children are more resilient and, thereby, more able to manage their own behaviour when conflict arises. Strategies used by staff to support children's transitions have also improved. For example, parents and staff meet to discuss children's individual settling-in times. This supports children to move easily between home and the nursery. In addition, improved communications between the provision, other settings and school ensures that everyone is working together. As a result, children become ready for the next phases in their learning, including school.

All children are provided with daily opportunities to be outdoors. They run or toddle about in the fresh air, and use a range of equipment to develop healthy lifestyles. This also helps to build their physical development over time. Children's independence during meal times has improved since the last inspection. For example, children are now encouraged to self-serve their food at the lunch table, and are encouraged to hand out the cups and plates to their peers. This helps them to be more independent and further fosters their readiness for school. Staff do, however, miss some opportunities to support children to do things for themselves. For instance, snack times are not recognised by staff as a further opportunity to develop children's independence. For example, during these times, staff pour children's drinks, cut up their fruits and do not invite them to sit at the table with their peers. Consequently, children are not given consistent messages about the importance of doing things for themselves. The staff support children's learning about personal safety, as they talk to the children about road safety and include them in the evacuation procedures of the provision. This helps to keep children safe and well.

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

Since the last inspection by Ofsted, where the provider received a number of actions to improve, the management team has implemented effective changes. These include effective changes to the risk assessment procedures, which now consider children's safety in all indoor and outdoor areas, and for any outings off the premises. In addition, the management now ensure that information to demonstrate that suitable checks have been undertaken for all staff, to ensure they are suitable to be in contact with children, is available and includes the Disclosure and Barring Service check reference number, the date the disclosure was obtained and details of who obtained it in line with requirements. As a result, children are effectively safeguarded. The management have also improved the strategies used to ensure appropriate arrangements are in place for the supervision of

staff. As a result, staff receive coaching, supervision and suitable monitoring of their practice in order to increase their knowledge and skills. Consequently, staff skills and performance have improved. For example, staff have attended a range of training, which has enhanced their knowledge about learning and development. The information from all training is successfully cascaded to the whole staff group. This includes training on the 'Early Language Development Programme'. As a result of this training, the staff have improved their knowledge about how to support children's communication and language development, in particular, for children with special educational needs. This and training on observation, assessment, planning and identifying children's interests and next steps, has helped to close the gaps in children's learning. In addition, one designated member of staff has attended 'Equality Named Co-ordinator' training. As a result of this training, staff made requests for parents to bring in various food packaging, so that children could play with these in their role play areas. This helps to support children's interest in the local and wider communities. To build on staff awareness of how to support children's emotional well-being, some staff have attended 'Building Stronger Foundations' training. Following this, the staff have an improved awareness of how to support children's personal, social and emotional development.

Robust recruitment and implementation of policies and procedures are followed to ensure children are safe. Staff attend safeguarding training and are fully aware of the possible signs of abuse, and what to do and who to contact should there be any concerns. The management and staff have a sound awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage and have worked hard to ensure that all previous actions raised at the time of the last inspection have been met. The strategies in place for monitoring the teaching and learning programmes, and to evaluate the strengths and weaknesses of the provision are generally sound. However, management have not fully identified that the deployment of staff is sometimes not effectively organised to allow staff to focus on the quality of teaching. For instance, children are not always grouped effectively to maximise their opportunities for learning.

Partnerships with parents, other providers and professionals have been improved since the last inspection and are now effective. As a result, everyone works closely with all children on roll. Information is provided to parents about the provision, their child's care and their learning and developmental progress over time. Parents are encouraged to share what they know about their child's routines and learning. This helps to form strong relationships with parents from the start and supports parents to help their child's learning at home. Parents speak positively about the provision and how the staff are warm, caring and supportive with their children at all levels.

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	EY366156
Local authority	Sandwell
Inspection number	930679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	13
Number of children on roll	13
Name of provider	Elaine Willan
Date of previous inspection	08/07/2013
Telephone number	01215673334

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

