

Looby Lou's Too

1586/1585 Bristol Road South, Longbridge, Birmingham, West Midlands, B45 9UA

Inspection date

19/06/2013

Previous inspection date

20/12/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 registered provider and staff team have worked exceptionally well together to make significant improvements since their last inspection. This has enhanced the provision for children.
- Planning develops from children's ideas and interests and ensures that all children make good progress in all areas of learning.
- Staff have implemented new ideas and designs to enhance the environment and create an atmosphere which stimulates children and helps them to learn.
- Partnership working with parents is strong. Parents are becoming more involved in the nursery and they are encouraged to share their expertise to help further improvements to be made.

It is not yet outstanding because

- There is scope to further improve the links with schools that children will move to in order to ease the transition process for the children.
- There is scope to develop children's enjoyment of the outdoors by providing them with opportunities to dig and plant in the garden.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the premises and outdoors.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Looby Lou's Too was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted house in the Longbridge area of Birmingham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 35 children on roll who are in the early years age group. The nursery provides funded early education, for three- and four-year-olds. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further the links with schools that children will be moving to in order to ensure that the transition process is a wholly positive experience for the children
- enhance children's learning outdoors, for example, by providing them with more opportunities to dig and plant in the garden.

Inspection judgements

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

Children are happy and well-settled in this friendly environment. They make good progress in their learning and development because staff provide a range of activities which children enjoy taking part in. The introduction of a member of staff as the Early Years Foundation Stage co-ordinator has resulted in an effective method of planning and observations. Planning develops from children's individual interests and preferences and staff encourage them to develop activities for themselves, for example, when children ask to add extra water to 'gloop' to make it runny. Staff use observations to effectively identify the next steps in children's learning. They are adept at extending or breaking down the next steps to provide children with an educational programme tailored to meet their individual and personal needs. Staff have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. Assessments have been shared with parents and their comments, ideas and suggestions

for children's next steps of learning are welcomed. Staff have introduced 'our proud cloud' and 'our achievement tree' to encourage parents to share children's achievements at home. Staff have created 'Chatterbags' which contain a range of familiar and interesting objects, such as balls, shakers, shiny paper and scarves. These are sent home with children and parents are asked to talk to them about the items to further develop communication and listening skills at home. New display boards around the nursery clearly explain to parents about the areas of learning and show photographs of children taking part in activities and what areas of learning they cover.

The nursery provides children with a wealth of experiences to support and develop their understanding and respect for others. Children learn about the wider world and other cultures and customs, and boards throughout the nursery depict photographs of children from around the world. They celebrate Chinese New Year as they eat a variety of Chinese food, such as noodles, spring rolls and prawn crackers, which they try to eat with chopsticks. Children who speak English as an additional language are provided with an innovative range of resources to support them and help them to settle. Staff use dual language books, talking pens and pictures, and have ensured that all labels throughout the nursery are written in English and the child's home language. Children are encouraged to share songs and stories in their home language with the other children to help to develop their confidence. Children with special educational needs and/or disabilities are well supported. Staff have introduced additional strategies, such as 'Mr Tongue' to ensure that they are able to fully participate in all activities.

Children's communication skills are well supported throughout the nursery. Staff in the baby room reinforce the sounds that children make. They spend time helping older, more vocal babies to expand and develop their basic communication skills by reading books and encouraging them to repeat the names of familiar objects, such as animals and the sounds that they make. Older children's language is very well developed. They chat happily together and can successfully re-tell stories and describe the play-dough they have made as 'soft' and 'hard'.

Babies and younger children are supported to investigate and explore new textures and objects. They thoroughly enjoy taking part in activities, such as 'gloop', confidently adding toys and utensils of their own choice and asking staff to add more water so that they can make it splash. Children's curiosity is developing as they play with treasure baskets, feeling the shells and holding them to their ears to try to hear the sea. Staff in the pre-school room foster children's imagination and curiosity as they follow children's interests. For example, when children find that the water in the tough spot has frozen, staff help them to add different textures and arctic animals to the water to freeze. This is then extended again to fill balloons with water, which when frozen are removed to see the shape of the balloon made in ice.

Older children are supported to develop the skills that help to prepare them in readiness for school. They are able to use a computer and can name the different parts on it, such as keyboard, mouse and monitor. They explore different textures and make rubbings of objects and surfaces they can find in the garden, such as tyres, fence panels and the wall. They can write and name the letter that their name begins with and staff further children's learning as they ask them to find objects in the garden that begin with the same letter.

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

An effective key person system helps promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. Children learn how to express their feelings. Staff encourage them to talk about, and draw pictures of, how they feel and they talk to their friends about what makes them feel happy or sad. There are good transitions in place when children move throughout the nursery. As the nursery is a small, family environment all of the children and staff know each other well, they spend time together when they are outside. Children enjoy settling in periods in their new room before moving, which enables them to become familiar with their new surroundings. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Parents are fully involved in the transition process. The nursery is beginning to forge links with schools that children will be moving to and has plans in place to introduce children to their new schools to ensure that the transition process is a positive experience. However, there is scope to further improve these to ensure that children are fully supported during this time and that learning objectives are shared.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Children learn about healthy lifestyles. For example, they know that they have to wear sun cream and hats to go outside when the weather is hot. They enjoy freshly prepared hot meals, such as pasta and garlic bread and mealtimes are social occasions where children and staff sit together. Staff support children to use their utensils correctly and they sensitively help younger children to feed themselves.

The premises are well resourced to provide children with an environment in which to learn and develop. Staff have recently made significant changes to the environment and they are keen and excited to show the improvements. For example, staff in the baby room have introduced a black and white area to help to develop concentration skills and the pre-school room have made dens with soft lighting where children can read books or relax. One room upstairs has been transformed into an area for physical play where children can climb on the soft play equipment, crawl through tunnels and enjoy taking part in dance activities. Ongoing risk-assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. For example, they encourage children to think why they have to wait until other children have finished when using the slide and teach them to hold the rails when climbing the steps. Children behave well and there are effective systems in place to support and encourage positive behaviour and develop self-esteem. Children in pre-school have been involved in talking about simple rules, such as 'we always share' and 'we are kind to each other'. Staff have successfully added children's favourite film characters to each rule to further help children to understand. For example, they know that their favourite princess means they have to help to tidy away. Children spend time outdoors in the fresh air where they capably use equipment, such as bikes, tunnels and balancing tyres to develop their large muscle skills.

However, there is room to further develop children's enjoyment of the outdoors, for example, by providing them with opportunities to dig and plant.

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

Children are safeguarded well. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of, and know when and from whom to seek advice. The registered provider has a good working knowledge and regularly seeks advice from the local authority safeguarding officer to further ensure the safety and protection of both the children and her staff. Recruitment procedures have recently been changed to ensure that all staff working with the children are capable and dedicated. Staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals have been introduced to identify any areas for improvement and there are plans to further support staff to extend their knowledge and expertise through training. Staff are vocal in expressing how the recent changes and the ongoing support of the registered provider has made them feel valued and appreciated.

Partnerships with parents are strong. Parents are valued and their views are sought and respected. Comments for improvement are welcomed and acted on. Parents are invited to share their expertise with the children. For example, they often come into the nursery to help children with cooking and singing activities. Parents are happy with the nursery and comments received are extremely positive. They say that they 'have noticed the recent changes and that they have had a positive effect on the nursery'. Good partnerships with other professionals involved with the children, such as the area Special Educational Needs Co-ordinator and the speech and language therapist helps them to reach their development goals and ensure that their individual needs are routinely met.

Significant improvements have been made since the last inspection, which has led to a much enhanced provision for children. Careful identification of areas in need of improvement, in addition to well-planned and timely changes being made, has ensured that all requirements of the Early Years Foundation Stage are now fully met. The registered provider and staff have effectively worked together to implement changes in a short space of time. The registered provider is keen to develop her staffs individual strengths and encourages them to take on additional roles and responsibilities. This creates a well-balanced staff team with all staff working to their strengths. Staff are encouraged to share any ideas that they have for improvements and these are considered within overall plans. Weekly planning and staff meetings further enhance their opportunities to contribute. Above all, children who attend this settling receive an enjoyable learning experience, which will help to prepare them for school and secure firm foundations for future life.

The Childcare Register

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY427661
Local authority	Birmingham
Inspection number	923457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	35
Name of provider	Jacqueline Mary Cupples
Date of previous inspection	20/12/2012
Telephone number	0121 453 2866

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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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