

Little Potters Childcare Services

Little Potters, Littleworth Road, CANNOCK, Staffordshire, WS12 1JD

Inspection date	06/08/2014
Previous inspection date	28/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 overall. Staff have a good understanding of how children learn and effectively promote and support children's development. As a result, children are making good progress in relation to their starting points.
- Staff are caring and nurturing. This helps children build secure emotional attachments and fosters their self-esteem and confidence.
- The arrangements for safeguarding children are good. All staff are clear about the procedures if they have a concern about a child in their care.
- Partnerships with parents, other providers and professionals are strong. This ensures consistency of care and learning for all children.
- The manager and staff demonstrate a strong commitment to continuous improvement.

It is not yet outstanding because

- The good systems in place to monitor learning and development and the educational programmes are newly implemented. These need to be further extended so that assessments of learning continue to be sharply focused and rigorously monitored across all areas of learning.
- Occasionally, staff do not give children enough time to answer questions, and sometimes pre-empt them. As a result, children's already good opportunities to think creatively and critically are not maximised.

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 children in their activities and play both indoors and outdoors.
- The inspector looked at various documents, including policies and evidence of the suitability of staff. She reviewed safeguarding procedures for recruitment, vetting and induction with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector sampled the setting's documentation and children's development records. She spoke with staff and the manager about how they plan for children's individual needs.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers.

Inspector

Sharon Hennam-Dale

Full report

Information about the setting

Little Potters Childcare Services was registered in 2012 on the Early Years Register. The nursery is privately owned and managed. It is situated in a refurbished single-storey building in the Cannock area of Staffordshire. The nursery serves the local and surrounding areas and is accessible to all children. It operates from detached premises, having three main base rooms for children and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, including the manager. Of these, two hold a qualification at level 6, seven hold a qualification at level 3 and one holds a qualification at level 2 and is working towards a qualification at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. There are currently 53 children on roll. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the good systems to track children's progress so that assessments of learning and development continue to be sharply focused and rigorously monitored across all areas of learning

- enrich children's creative and critical thinking skills even further by enabling them to answer questions with more than one possible answer, giving them time to think about and formulate their responses.

Inspection judgements

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

Children enjoy their time in this friendly setting which is welcoming, bright and well organised. The rooms are well planned, for example, there is a black and white sensory, exploratory area for babies and areas of learning are clearly defined for pre-school children. Staff provide children with a wide, varied range of good quality, exciting and stimulating resources, which support their play and learning. Staff have a good understanding of how to meet the learning and development requirements. They plan a good range of child-initiated and adult-led experiences across all of the educational programmes that capture children's curiosity and encourage them to explore, using their imagination and thinking skills. Consequently, children are actively involved and engaged in their learning, and as a result, make good progress. Staff undertake regular observations and developmental tracking for each individual child. They use these together with information gathered from parents, to identify the next steps in children's

learning. The next steps for each individual child and their ongoing interests are displayed clearly in each room to support planning activities to facilitate these. Therefore, all staff have a good understanding of each child's stage of development and are able to plan effectively to provide activities which are tailored to children's individual needs and abilities. As a result, children are challenged at an appropriate level and are enthusiastic and motivated learners. This results in children making good, continual progress in relation to their starting points.

Teaching is good. Staff are successful in adapting and extending activities and communicate with children enthusiastically. As a result, the quality of teaching and interactions staff make are good and support children's learning well. Activities are organised to maximise children's independence and staff are skilled in responding to children's interests and building on these. For example, in the outdoor area children express an interest in the dinosaur display, this leads to staff developing a play activity with dinosaurs. Staff use effective interaction during the play to help children sort the dinosaurs into large and small groups. This activity is extended further as staff suggest the children might like to identify their toy dinosaurs from the poster display. This activity captures the children's enthusiasm and as a result, they make very good progress in their understanding of the world and mathematical concepts. Staff make the most of opportunities during children's play to support children's early mathematical skills. For example, staff encourage counting at every opportunity, such as counting blocks when building a tower and as they sing number songs together; toddlers are eager to join in with the actions and call out familiar words. Mark making opportunities are well promoted indoors and outdoors in many areas of play. For example, toddlers use chalk on a chalkboard and make marks with different objects in cornflour. Pre-school children easily recognise their names and use their name cards to practise writing these and develop their pencil control skills. The environments are rich in print and number displays, to help children develop their early literacy and mathematical skills. Consequently, children are well prepared for their next stage of development and the move on to school. Staff promote children's language and communication skills and identify key vocabulary to be introduced to each age group through an additional plan which aligns with activity planning. Pre-school children are taught about sounds and letters through a planned phonics programme. Staff regularly model language, for example, they repeat words, such as 'splat, splat', as toddlers put paint onto the paper. As staff show babies how to make sounds by tapping natural materials together they say, 'tap, tap'. As a result, children are regularly supported as they build up their range of their spoken language. Overall, staff use a range of effective questioning strategies, such as when children are building a tall tower staff ask 'why is the tower falling over?' or when children are playing in the soil they ask 'where does soil come from? However, occasionally, staff do not give children enough time to answer questions, and sometimes pre-empt them. As a result, children's already good opportunities to think creatively and critically are not always maximised.

Children are provided with continuous access to natural, creative, and malleable materials, which successfully promotes their sensory development. For example, babies eagerly explore the textures of pine cones with their fingers and enjoy listening to the noises shakers make. Toddlers show obvious delight as they make music by shaking tubs and bottles filled with pasta and other materials. Pre-school children also have good opportunities to use various recyclable boxes, tubes and foil to make their own robot

models. Staff provide children with lots of opportunities to lead their own play and use their imagination. For example, staff support pre-school children in their role play as the children pretend to visit a drive through fast-food restaurant at the play house. Staff have created very positive partnerships with parents, these are well promoted because staff are committed to encouraging parents to be involved in their child's learning. The staff work closely with parents when children first start to find out what children can do. This enables them to plan a range of activities that meet children's needs from their first visit. Staff undertake the progress check completed for children aged between two and three years and share this effectively with parents so they are fully aware of their child's development. The use of internet based software for tracking children's achievements also enables parents to add comments to observations made of their child. There is a further range of successful strategies implemented to support home learning, such as book themed bags and toy diaries. Children with special educational needs and/or disabilities receive timely interventions because staff quickly identify any support they may require. This also ensures that children are well prepared for their next steps in education and that all children are helped to make good progress in all areas of learning and development.

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

All staff demonstrate a nurturing and caring approach, as they warmly interact with children. Consequently, children's emotional well-being is successfully promoted. In the baby room staff play on the floor with the babies and rock them gently to sleep as they sing to them. Toddlers receive reassurance from staff as they play and explore their environment. The effective key person system enables children to form secure emotional attachments with staff, especially those children new to the setting. Staff gather detailed information from parents and use this information and tailor settling-in procedures to individual children's needs on entry to the setting and as children progress through the age group rooms, to help ensure children settle quickly. Staff prepare children well for the move on to school and their future learning. The setting has very strong links with the local school and staff from the school visit to observe and meet children. As a result, information about children's individual needs is effectively shared and there is a good continuity of care for children.

Children have regular access to the outdoors and therefore receive plenty of fresh air and exercise. During outdoor play, children have good opportunities to develop their physical skills. Pre-school children and toddlers ride cars and scooters confidently, steering these around a track, and babies benefit from physical play opportunities and practise their early walking skills as they pull themselves to standing and move along supported by toys. Staff are very mindful about children's safety and health. For example, children wear sun hats, apply sun cream and a shaded area is provided outdoors. At mealtimes, staff are aware of the children's dietary needs, allergies or preferences. Staff regularly promote children's growing understanding of how to keep themselves safe and healthy. Children practise the emergency evacuation procedure regularly and staff ask children to work together to tidy toys away to keep themselves and their environment safe. Staff allow children the opportunity to take calculated risks. For example, as toddlers use the large construction pieces as a raised pathway, staff join in with the activity and are close by offering encouragement and support, enabling children to carefully practise their balancing skills.

Children learn about road safety as they play a game using traffic signals and signs. As a result, children are learning to recognise potential dangers and understand how to keep themselves safe. Staff use effective strategies to help children develop their independence and learn new skills. For example, pre-school children are able to self-serve at lunchtime and staff support toddlers appropriately, encouraging them to feed themselves. Staff follow well-established hygiene routines, so that pre-school children use the toilets independently with staff supervision and all children are regularly reminded to wash their hands. Staff provide healthy choices at snack times and children benefit from nutritious, healthy meals that are prepared and cooked on site.

Children feel safe and secure in the setting and, as a result, demonstrate they are happy and settled. They readily engage in activities and move between their chosen activities freely. Resources, toys and activities are easily accessible and stored in clearly labelled containers so that children can make choices about what they want to do. This builds a strong and secure base for children's increasing independence. Staff ensure children's own work is celebrated and displayed and children take great pride in their picture being placed in the 'art gallery'. Consequently, children feel their achievements are valued and this fosters their confidence and self-esteem. Children learn to appreciate and respect differences and similarities as they take part in activities and learn about different festivals and celebrations. Behaviour is good. Staff act as positive role models and manage children's behaviour consistently, using frequent praise and encouragement with children as they play. Pre-school children particularly enjoy helping the staff by getting resources for some of the toddlers to use. Children learn to play cooperatively together and respond well to the guidance of staff. This effectively promotes children's social skills very well. Staff respond sensitively to children's needs, for example, any instances of inappropriate behaviour are sensitively and effectively dealt with in line with the setting's policies. This includes the occasional prompt by staff about sharing and taking turns or providing children with additional support or redirection in their play. Overall, children are developing securely in their physical and social skills and demonstrate readiness for the next stage of their learning.

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

At the last inspection by Ofsted, the setting received a number of actions to improve and a further monitoring visit took place. Prompt and effective action has been taken to address the issues raised. As a result, the manager has now implemented robust processes for recruitment, selection and vetting, and keeps records of all checks and references. All staff have been checked to determine their suitability to work with children. With support from the local authority and an external training provider, the setting has raised consistency in the quality of teaching and staff now have a more accurate picture of children's progress from their starting points and the next steps needed to help them move forward. As a result, the individual learning needs and abilities of children are matched more effectively to appropriate activities to extend their learning. The manager has a good understanding of how to meet the safeguarding and welfare requirements. Staff have had appropriate training in safeguarding and child protection and have a good awareness of how they would respond if they had concerns over a child's care. They know that they need to

report any child protection concerns to the manager, and the manager is clear about her roles and responsibilities in this area. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and support the safe and effective running of the setting. These are regularly reviewed by the manager and staff, which helps to ensure a safe environment for all. Policies are also shared with parents so that they understand the procedures that underpin their children's health and safety. Clear records of visitors to the setting are maintained and identification is checked. Risk assessments of the environment, and visual daily checks both indoors and outside also promote children's safety and well-being. Staff securely manage the procedures for recording incidents, accidents and medication as required. Staff hold paediatric first-aid qualifications and all accidents in the setting are monitored, collated and analysed to minimise further risk. All staff follow a detailed induction plan, which ensures that they are suitable to carry out their roles effectively. Consequently, improvements made have had a positive impact on children's welfare and learning overall, and ensures that the setting continues to improve and develop.

The manager has been effective in enabling staff to continuously improve practice since their last inspection. She has a good understanding of the learning and development requirements and monitors daily practice, intervening to provide support for staff if necessary. All staff have annual appraisals and the manager completes regular supervision and reviews of observations and planning documents. There is a good system in place to monitor and track individual children's learning and development and monitor the educational programmes. However, this is newly implemented system and needs to be further extended so that assessments of learning continue to be sharply focused and rigorously monitored across all areas of learning. Roles and responsibilities are clearly understood by staff, who are appropriately qualified and effectively deployed to meet the needs of the children attending. All staff have access to ongoing training, keeping their knowledge of current practice and legislation up to date. Staff meetings are held on a regular basis and staff are encouraged to evaluate their practice and identify ways to reshape plans and activities for the direct benefit of children. Staff comment that training has allowed them to gain more confidence and has supported their professional development needs well.

The drive to improve is very good. Detailed self-evaluation identifies the strengths and weaknesses of the setting. The manager has clear priorities for the future improvement of the setting and actively takes into account the views of children, parents and staff to further enhance the quality of provision. This includes targets, such as, developing peer observations and the provision of an outdoor area specifically for babies. As a result, the manager and staff continually enhance the service they provide. This has a positive impact on the children and families using the setting and demonstrates the manager's strong capacity for ongoing improvement. There are strong partnerships with parents, other providers and professionals, and relevant information is shared about individual children's learning needs, development and care. These partnerships are very effective in ensuring consistency of care and learning. Children with special educational needs and/or disabilities are supported well, and good communication with parents and other professionals ensures a collaborative approach. As a result, children's needs are effectively met. Parents receive regular newsletters and children's progress and development is shared with parents on a daily basis and through progress reports and consultation

meetings. Parents are positive about the care their children receive and state that staff are friendly and know their children well. Parents also comment that they are well informed of their child's progress and appreciate the support and opportunities they are given to be involved in their child's learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY448885
Local authority	Staffordshire
Inspection number	966795
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	53
Name of provider	Claire Elizabeth Brindley
Date of previous inspection	28/02/2014
Telephone number	01543428484

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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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