

Little Folks Day Nursery & Out of School Club

Paget Junior & Infant School, Paget Road, BIRMINGHAM, B24 0JP

Inspection date	10/09/2014
Previous inspection date	13/03/2014

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	2
The contribution of the early years provision to the well-being of children	4	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

- Staff provide a good balance of adult-led and child-initiated activities in a well-organised environment. Children are able to select their preferred choice of play after a busy day at school.
- Staff form warm, caring relationships with the children. Consequently, children enjoy attending the setting and play happily with their peers.
- Partnership working with the host school is effective to support children's needs. Parents are kept very informed about their children's well-being and progress.
- There are effective methods to drive continual improvement of the setting and to enable staff to develop their professional skills and knowledge in order to provide for children's care and play.
- Staff successfully identify and minimise risks within the premises and they are aware of their safeguarding responsibilities to protect children from harm.

It is not yet outstanding because

- Children's imaginative play is sometimes restricted by the lack of role-play resources provided.

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 activities indoors and outdoors.
- The inspector talked to the managers, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Trisha Turney

Full report

Information about the setting

Little Folks Day Nursery and Out of School Club was registered in September 2013. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a number of settings owned and managed by Mishi Nurseries Limited. The setting is situated in Paget Primary School, Birmingham. The setting opens Monday to Friday, during school term time only. Sessions are from 3.30pm until 6pm. Children attend for a variety of sessions and children have access to an outdoor play area. There are currently 28 children on roll, of whom five are in the early years age group. The setting employs two members of staff who work directly with the children. Of these, one member of staff holds a qualification at level 3 and the manager holds a childcare qualification at degree level.

What the setting needs to do to improve further

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

- ensure all opportunities are exploited for children to maximise their enjoyment of imaginative play, for example, by extending the role-play resources available.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's development through play and exploration. Staff are actively involved in children's play and know when to step back and allow the play to evolve without their input. Staff encourage children to think and try to work problems out for themselves, which promotes their confidence and independence. Staff plan activities based on the children's current interests and preferences. This means that children are involved with all aspects of the setting, including planning the activities and the resources, which they would like. They have a direct impact on their own learning because the activities they choose are things that they are interested in, making the learning they experience relevant to them. For example, some children choose to sit and paint wooden pencil holders, while others play with cars and trains on the mat. Children thoroughly enjoy exploring the different textures of pasta, rice and cooked spaghetti. However, when some younger children choose to play Mummies and Daddies they are not provided with any role play resources to support and enhance their play and enjoyment.

Staff take the time to assess children's prior knowledge and skills. Parents and children provide details of any interests, likes and dislikes they have when joining the setting. Staff provide a broad range of activities and experiences that naturally complement children's learning in school. Staff encourage children to be enthusiastic learners, which help prepare them for the next stage in their learning as they progress through school. Staff and

teachers have regular opportunities to discuss the individual needs of the children and to make plans that help the children progress. The school themes are taken into account as staff introduce activities linked to the information provided. Staff identify areas where children may need additional support, for example, to manage their behaviour or to understand the needs of others. Children have individual learning journals these are completed by staff and provide evidence of children's progression through written observations and photographs. Consequently, children are able to engage in activities that are tailored to their individual needs.

Staff offer parents support if there is anything they think their child would benefit from in order to continue to make good progress. A Link diary has been introduced recently to help to ensure parents and teachers are fully informed of children's play and learning at the setting. This greatly promotes continuity in children's care and learning. Parents are very happy and comment that staff know their children well and that their children enjoy their time at the setting.

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

Children are happy and clearly enjoy their time at the setting. The effective key-person system ensures that children are cared for by adults, who know them well. Children's key persons work closely with parents to ensure children's individual needs are met effectively. Staff and parents maintain regular discussions about children's experiences at the setting and about the care and learning provided for them. This provides continuity of care and learning. Children demonstrate their strong bonds with their key persons by readily inviting staff to take part in their play and enjoying their enthusiastic interaction. As part of the settling-in process, children and parents are invited to spend time in the setting and some important information is gathered from parents about children's needs and family situations. As a result, children are able to form secure emotional attachments with staff, which helps them to settle in quickly and feel safe.

Planned activities and instructions from staff help children develop an understanding of the importance of physical exercise and a healthy diet. For example, children make their own pizzas, which helps to promote their independence and self-help skills. Children learn about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. In this way, children develop healthy hygiene and eating habits. Meal times are social occasions when children and staff sit together and discuss their day. Drinks and fruit are available throughout the after school sessions for children to meet their own needs for snacks. The setting keeps up-to-date records regarding children's dietary needs in order to support their good health. Children enjoy regular opportunities to be physically active in the large hall, for example, through throwing and chasing balloons. Children have access to the large school playground that provides opportunities for children to explore and investigate the outdoors or enjoy ball games. The setting makes good use of necessary activities, such as practising the fire drill to reinforce children's learning about other aspects of staying safe, including fire safety.

Staff praise and encourage children for their achievements, which boosts children's

confidence and self-esteem. Children's behaviour is good because the setting uses reward schemes to reinforce the importance of social skills. For example, children earn stacking bricks for positive behaviour and the key group with the highest stack have a chance to have their preferred activities scheduled for future sessions. This is for both individual children and for the group as a whole. Consequently, children gain confidence from their individual success and also learn how to make a contribution to teamwork. Meal and snack times are used to develop children's self-help skills as they serve themselves and also clear away afterwards. Children have access to a suggestions box to ask for new resources or activities. As a result, children help to drive the provision of activities, while developing their communication skills.

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

The setting has made good progress since the last inspection and a subsequent monitoring visit and close attention has been given to improvements in all aspects of the provision. The provider has implemented a broad range of improvements that carefully consider the needs of the children that attend. A new management structure has been put in place and through this the quality of care and learning for all children has improved. The local authority improvement advisers work closely with the setting to support the manager and staff in sustaining improvement. The management team are fully aware of the importance of working with external agencies to ensure children receive the support they need. Partnerships with other professionals and local settings are flourishing and support children's personal, social and emotional development. There are opportunities for staff to share good practice with other settings owned by the limited company in order to support the drive for continual improvement. There is a comprehensive system of observations in order for staff to receive feedback from the company quality assurance staff which further enhances their practice. As a result, staff performance is well managed so that they provide good quality care and activities for children.

Staff have a secure knowledge of safeguarding procedures, which contributes to promoting children's welfare. They know who to report any concerns to and there is a safeguarding policy in place. A selection of policies, which are shared with parents, outline the procedures that are followed to keep children safe and all records are easily accessible and available for inspection. Staff members ensure that children are supervised at all times and the effective risk assessments in place, help to protect their safety. The provider ensures that staff are suitable and confident in their role of working with young children through safe recruitment procedures. Staff are vetted and background checks are completed for all adults working with children. Annual appraisals, regular supervision meetings and team meetings with staff ensure their ongoing suitability and help to identify their development needs.

Staff show a detailed knowledge and understanding of the needs of children in their key groups in order to support their progress through their interests. Partnership with the host school is close, due to the regular discussions to exchange information about children's interests and development. The setting also makes use of planning from the school's

individual teachers for the themes and topics they are covering each term. As a result, both settings work effectively to complement children's learning. Mutually respectful relationships are evident between parents and staff. Parents spoken to during the inspection are happy with the care their children receive. Children themselves confirm they enjoy coming and many are reluctant to go home when parents arrive to collect them.

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. 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	EY470170
Local authority	Birmingham
Inspection number	966793
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	28
Name of provider	Mishi Nurseries Limited
Date of previous inspection	13/03/2014
Telephone number	07599 978332

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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