

# Little Champs Nursery

Belper Street, LEICESTER, LE4 6ED

<b>Inspection date</b>	10/10/2014
Previous inspection date	15/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff form warm, caring attachments with the children and embrace differences in ethnicity, language, religion and culture to help meet the care needs of all.
- Staff establish respectful relationships with parents and carers and value what they say. They encourage them to be involved in their children's learning which helps children to progress.
- Staff have an appropriate understanding of the policies and procedures in place to safeguard children, and use risk assessment well to minimise any identified risks in the environment. This helps to keep children safe from harm.

### It is not yet good because

- Staff do not always effectively plan for children's varying stages of development. Therefore, the activities, resources and teaching methods are not always effective in fully extending the more able children's learning. Similarly, on occasions the younger children are not fully engaged.
- The monitoring of the rooms, educational programmes and individual staff practice are not sufficiently focused on improving the quality of teaching, learning and experiences for children.
- Not all staff take the time to explain to children when their actions are unsafe and hurt others. Therefore, some children show little understanding of how to keep themselves and others safe.

## 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 in the playrooms and outdoors.
- The inspector held a meeting with the registered individual and the manager and carried out a joint observation with the manager.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's actions plans and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and in parent surveys.

## Inspector

Parm Sansoyer

## **Full report**

### **Information about the setting**

Little Champs Nursery was registered in 2012 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is located in Leicester City and operates from a converted three-storey building. Children have access to the ground floor only. There is an area for outdoor play. The nursery is privately owned and managed, and serves the local and surrounding areas. The nursery opens every day, all year round, with the exception of public holidays. Sessions are from 6am until 8pm and children attend a variety of sessions. There are currently 33 children on roll in the early years age range and two children aged from five years to eight years. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language. The nursery employs eight members of staff of whom two hold an early years qualification at level 6, five hold a qualification at level 3 and one holds a qualification at level 2 and is working towards a level 3 qualification. In addition there are two bank staff who hold qualifications at level 3. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

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

- improve teaching in the pre-school/toddler room by ensuring staff fully consider the stage of development of each child to help them meet the varying learning needs within the room, and provide a more challenging and enjoyable experience in all areas of learning
- improve staff interaction with children in the baby room, by placing a greater emphasis on increasing the children's vocabulary and making better use of available resources to offer a more challenging and enjoyable learning experience for the more able children.

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

- build further on the systems in place to monitor the educational programmes and improve the monitoring of rooms and staff practice by placing a greater emphasis on improving teaching, learning and experiences for children
- help staff to better understand the importance of taking the time to explain to children when their actions are unsafe and hurt others to help improve children's understanding of how to keep themselves and others safe.

## Inspection judgements

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

Overall, the programme of activities and experiences cover the seven areas of learning and children acquire the basic skills required in preparation for school. Recent changes to the organisation of the rooms have resulted in the children from two years to five years being cared for in one room. This room is the pre-school/toddler room and offers children a wide range of resources and activities, which are made freely available to the children. Many of the staff are new, or new to the room, and are getting to know the children and developing a routine, which will best meet the needs of children. Staff make it a priority to get to know their assigned key children and make daily observations of what their children do, like and enjoy. This information is used well to plan for their interests and many children show sustained levels of interest in what is provided. However, because staff do not always effectively plan for the children's varying stages of development the activities, use of resources and teaching methods are not always pitched appropriately. On occasions, this results in the more able children's learning not always being fully extended and on other occasions, the younger children not being fully motivated. Therefore, the quality of teaching and learning requires improvement. Positive relationships with parents and carers results in a steady two-way flow of information about the children's education, care and welfare. This is particularly evident for those children who speak English as an additional language. For example, many of the staff are bilingual and speak the languages the children speak. Therefore, when these children first start they are able to speak to them in their home language to help them settle more easily. All staff are respectful and value this language diversity within the nursery. They work well with parents and carers to encourage them to share their views and ideas about their children's development to help support their child's learning.

Children respond well to the new routine and are confident to explore their new environment. Children in the pre-school/toddler room increase their self-help skills well. For example, they increase their independence at meal times as they help themselves to the cutlery they need. Similarly, before outdoor play they are keen to get their coats from the pegs on their own. Children's communication and language is developing. Staff in the pre-school/toddler room provide appropriate opportunities for children to talk freely about their interests and listen to each other. For example, during morning group discussion they talk about their interests, and past and forthcoming events. This time is used well to encourage children to speak and listen to each other. During this time and in adult-led activities, in particular, these staff place a clear focus on introducing new vocabulary, ideas and concepts to challenge children's learning and thinking. However, on occasions the concepts, ideas, questions and resources, such as the books used, are too advanced for the younger children and they sometimes become disengaged. Staff caring for children under two years have a warm approach and provide children with physical contact to reassure them. Some staff use the tone of their voice and facial expressions well to capture the children's attention. However, practice is variable and not all staff place a strong enough emphasis on increasing the children's vocabulary during their interactions. Therefore, in particular, the older babies communication and language development is not always fully extended.

Staff support the children's overall physical development well by ensuring all children make use of the outdoor play area twice a day. Children have space to sit and ride on the wheeled toys on the tarmac area. In addition, children have use of a further enclosed outdoor area, which is used well for physical play and for them to explore and discover. Indoors, children benefit from ring games and music and movement sessions, and babies have the space to lie, sit, crawl and stand. Staff use the outdoor area well to promote the children's understanding of the world. For example, children care for herbs, such as, parsley, sage and mint. They are keen to discover what insects are living in the bug hotel and observe the habits of the worms in the wormery. Staff place a strong emphasis on teaching children about their own and other cultures. For example, children, staff, parents and carers are encouraged to share what they know about their own and others cultures. This information is then used well to provide meaningful and enjoyable activities for children. For example, children learn about traditional dress, food and music from around the world. Staff provide appropriate opportunities for children to begin to problem solve, count, sort and match as they build with construction toys, and use the interactive board and computers. Staff use the daily routine, such as meal times to count and incorporate mathematical learning. In addition, outdoors they encourage children to count as they play and look for shapes in the environment. However, staff do not make best use of the resources and activities that the children enjoy most, such as sand and water, to incorporate a mathematical element and use mathematical language. For example, they do not encourage children to explore concepts, such as, capacity, weight and measures in their play. Therefore, again older children's learning is not always fully challenged in all areas of learning. Staff provide a range of opportunities for children to develop an interest in early writing skills as they use a variety of writing materials, such as, paint, pencils, crayons and chalk to make marks. For example, children enjoy being outdoors and making large movements as they make marks on the mounted chalkboards and in the sand. Children begin to recognise their name, day of the week and month of the year at morning registration time, and are beginning to link letters and sounds. Staff provide daily opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, musical instruments and the role-play areas.

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

A clear emphasis is placed on supporting the children's personal, social and emotional development. For example, staff work sensitively with parents and carers to gain information about their children to help support their emotional well-being. Children are well settled and confident in their environment despite the recent room changes and new staff. Children under two years are cared for in a room which provides them with ample space to move freely and safely. Younger babies individual needs are met as they eat and sleep according to their individual requirements. Older children sleep in the baby room after lunch, and are supervised at all times by a member of staff to ensure their safety and support them when they wake. Resources, equipment and furniture are of good quality. However, staff do not consistently make the most of the resources available. Therefore, planned goals in learning are not met consistently enough.

Transitions within the nursery, when children move rooms are managed well to ensure

children settle easily. Staff have also forged strong links with the main feeder schools. For example, they have jointly celebrated the harvest festival and attend the school fete, which helps children become familiar with the school environment. Consequently, children are emotionally well prepared for the eventual move to school. Positive strategies are used to manage the children's behaviour and all staff understand the behaviour management policy that is in place. For example, staff remind children to use kind hands, and children are awarded certificates for good behaviour during Friday assembly. Children are mostly well behaved and learn about sharing and taking turns. When children are reminded of how to behave they respond well. However, not all staff always take the time to explain to children when their actions are unsafe and hurt others. Therefore, there is a lack of consistency and not all children show a good understanding of how to keep themselves and others safe.

Children benefit from healthy, nutritious meals, which are freshly prepared on the premises. There is a complete vegetarian menu provided for breakfast, lunch and tea and a mid-morning and afternoon snack. Older babies also benefit from this menu, which is low in sugar and salt, and younger babies are provided with freshly prepared pureed vegetables according to their preferences. Staff talk to children about the benefits of eating healthy foods and the importance of exercise. For example, during lunch children tell staff how the salad they are eating, and the water they are drinking is good for their bodies. The environment is kept appropriately clean and staff adopt appropriate hygiene practices to prevent the spread of infection. For example, staff wear protective clothing when changing nappies. Staff and child ratios are maintained at all times and the staff are deployed well to meet the care needs of children. Appropriate risk assessments are conducted on the environment and the activities carried out, to ensure they are appropriate and minimise risk to the children. The children's playrooms are safe and the outdoors areas and external door are kept locked to ensure children cannot leave the premises unsupervised and to prevent unauthorised persons entering.

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

Staff have an appropriate understanding of safeguarding issues in relation to child protection and how to implement the policy and procedures to secure the children's safety and welfare. There are appropriate systems in place to ensure staff are suitably vetted, inducted and their ongoing suitability checked, to help promote the children's welfare. For example, all staff, including the new staff, have an appropriate understanding of the safeguarding and health and safety policies and procedures, and how to implement them. All the required records, policies and procedures are in place and up to date, including the recording of medication and accidents. This helps to secure the children's safety and well-being.

Since the last inspection by Ofsted where the nursery received a number of actions to improve, the registered individual/manager has employed an additional manager and prompt action was taken to manage staff underperformance. This has resulted in changes to the leadership team, along with some staff changes. Since the last inspection some significant progress has been made. All the actions set have been tackled well, although

some are still in progress and are ongoing as time is needed for these to be embedded securely. Therefore, although some good progress has been made further ongoing work is required to further improve the quality of teaching and learning experiences for children. Some of the achievements since the last inspection include more rigorous systems to manage under-performance, providing training for staff to improve the educational programmes, improving the environment, security and safety of the premises and the deployment of staff to better meet the needs of children. There is an improved programme for the supervision of staff, which is carried out more regularly and the manager also carries out observations of the quality of teaching. However, although this has been successful in encouraging and focusing staff it is not yet sufficiently focused on individual targets to improve the quality of teaching. The leadership team have detailed improvement plans in place to help continue and build on what has been achieved so far. The new manager is knowledgeable, well experienced and highly motivated to secure improvement.

Parent and carer satisfaction surveys, and discussion with parents on the day of the inspection show that they are happy with the service provided. They are kept appropriately informed about the curriculum, activities and meals on offer and the nursery's policies and procedures. For example, every month a policy is displayed for parents and carers to view, and staff's working knowledge of it is assessed. Parents and carers are actively involved in their children's learning and the parents coffee mornings are becoming increasingly popular. These provide opportunities for parents and carers to become more involved in their child's experience at the nursery. For example, at the recent event parents and carers were introduced to the new staff and informed about the importance of play and how it is used to teach children. Staff also recognise the importance of working with other professionals involved with children, when the need arises, to support the care, education and welfare of all.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY450816
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	963501
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Little Stars Nursery School Ltd
<b>Date of previous inspection</b>	15/10/2013
<b>Telephone number</b>	01162666692

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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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