

Little Bo Peep Nursery

Little Bo Peep Nursery, 33 Pepper Street, Inkberrow, WORCESTER, WR7 4EW

Inspection date

11/11/2014

Previous inspection date

21/02/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- Caring staff get to know the children and families well. This helps children form secure emotional attachments and promotes their well-being effectively.
- Children enjoy daily outdoor play in an interesting environment that supports their all-round development.
- Staff have a sound knowledge and understanding of how to effectively safeguard children. Consequently, children are kept safe and feel secure in their environment

It is not yet good because

- Staff do not use their observations and assessments of children's abilities to full effect. They do not identify challenging next steps to help children make the best progress in their learning and development.
- Some records are not effectively maintained, easily accessible and available for inspection to demonstrate that children are fully protected.
- Children do not have enough opportunities to freely access resources, such as sand, water and paint. As a result, their understanding of shape, space and measure and colour and design is not fully promoted.
- Children do not have sufficient opportunities to recognise letters, words, numbers and shapes because the nursery have yet to embrace the use of displays in all rooms.

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 toured the premises and observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the provider of the provision, the manager and also spoke to the staff and the children.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Tina Smith

Full report

Information about the setting

Little Bo Peep Nursery is one of two settings run and owned by the same provider. It was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is a limited company. The nursery is a unit specifically for children under the age of three years and operates from three rooms within a converted house in the village of Inkberrow, Worcestershire. Older children attend funded sessions at a sister group located nearby. The nursery serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The manager has a Degree in Childcare and Education. The nursery opens Monday to Friday, from 8am to 6pm, for 51 weeks per year. There are currently 32 children on roll who are in the early years age group and attend for a variety of sessions. The nursery provides funded early education for two-, three, and four-year old children.

What the setting needs to do to improve further

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

- use observation and assessment to consistently identify children's individual next steps in learning and use these to plan challenging and purposeful activities that enable all children to make good progress
- ensure that records for the safe management of the setting are maintained and available for inspection at all time, this specifically relates to Disclosure and Barring Service Check numbers, date obtained and who obtained it.

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

- improve the layout of the indoor space so that children can independently access resources, such as sand, water and paint
- improve opportunities for children to learn about letters, words, numbers and shapes by making these more visible. For example using posters or displays.

Inspection judgements

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

Children are happy and settled at this nursery. This is because staff have a sound understanding of how children learn and develop. They plan play and activities around the children's interests, which are varied and cover most areas of learning. However, some aspects of learning are less well planned for. For example, sand, water and paint are not freely accessible and, as a result, children's understanding of shape, space and measure and colour and design is not fully promoted. Children's starting points are assessed on entry. During the induction period staff meet with parents and they are invited to share information about their child's development, care needs and routines. In addition, parents are asked to complete a written profile about their child. As a result, staff are aware of what children can already do and can, therefore, monitor how they progress. Staff observe and assess children as they play. However, these observations and assessments are not consistently used to identify their next steps in learning and consequently, planning does not always reflect what children need to do next to make progress. As a result, children make satisfactory, rather than good, progress as they do not receive consistent levels of challenge or sharply focussed activities. Each child has a learning journey book, which contains some observation's, along with photographs and pieces of their work. Parents are invited to review and add to them at learning journey evenings. Staff talk to parents about their child's care needs and activities they have taken part in at the beginning and end of each day. Regular newsletters inform parents about special events and celebrations that they can become involved in. In addition, they receive written progress reports each term. Consequently, parents are kept informed of their child's progress and are encouraged to continue their child's learning at home. Staff have sufficient knowledge of how to complete the progress check for children aged between two and three years and this is shared with parents and carers.

Children enjoy their time at this nursery, which is specifically for children aged under three years. They are gaining appropriate skills to prepare them for their future learning and for school, when the time comes. They learn to share and take turns as they build towers with bricks and follow instruction at tidy-up time. Young children learn how things work and giggle with delight as they push buttons to make noise and to make toys move. Staff regularly read books to children and, by doing so they, they develop their listening skills. Children are encouraged to think critically as they try to fit the pieces of train track together themselves. Young children explore treasure baskets and excitedly scrunch shiny paper and play peek-a-boo from underneath. Staff support children's speech and language development appropriately. They talk slowly and clearly and use suitable questioning techniques, which allows children time to think and respond. For example, staff ask children what they think will happen next. Young children communicate with staff by babbling and are encouraged to experiment with sound. Young children practise making marks using chunky chalks and on 'messy Monday's' they enjoy making marks in gloop or paint. However, opportunities for children to further their recognition of letters, words, numbers and shapes are not maximised. This is because the nursery has yet to embrace the use of displays of posters in all rooms.

Children enjoy spending time outdoors in the fresh air. This is because the nursery has an interesting outdoor play area with a good range of equipment for children to use. Children explore different textures as they make mud pies in the mud kitchen. They practise new skills, such as climbing the steps of the slide or kicking a ball. Young children's drive to stand and walk is promoted because there are toys to aid this, such walkers and activity

centres. Consequently, children's physical skills are promoted.

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

Children are happy and content in the nursery. The key-person system is well embedded and this ensures that secure relationships are formed between children and their key person. Staff welcome children warmly on arrival and spend time talking to parents seeking information about what their child has been doing at home. Staff in both rooms offer babies and toddlers lots of cuddles and these close interactions support their emotional well-being. Staff explain the purpose of visitors to older children so they understand and continue to feel secure. The nursery manages the settling-in procedure well. Children and parents attend taster sessions, which enable them to become familiar with their surroundings and staff. As a result, children soon settle into the nursery routine. The move to pre-school is managed appropriately because children attend taster sessions at their sister setting. Learning records move with the child so their new key person is fully familiar with where they are in their learning. These arrangements help children to make a smooth move from home to nursery and on to pre-school.

The nursery is generally warm and welcoming and resources are mostly clean and fit for purpose. The entrance hall contains some information for parents, which helps all children and their families to have a sense of belonging. Children's health and well-being are supported appropriately. The nursery has a separate cot room and sleeping babies are regularly checked. Staff discuss with parents how and when children require rest and they work hard to accommodate their requests and the child's needs. Children have regular opportunities to spend time outdoors in the fresh air and to be active. Mealtimes are well supervised and ensure that children are supported in developing their self-care skills. Staff support young children to drink from cups without a lid and they feel proud when they do. Staff talk to the children about making healthy choices in their diet and explain the benefits of this. For example, you will grow big and strong. They are aware of individual children's dietary needs and ensure that they monitor these closely. Consequently, children's health and well-being are adequately promoted. Children's behaviour is generally good because it is managed positively with praise and encouragement. Children receive gentle reminders to play nicely with the toys, to share and take turns. Children are beginning to learn how to keep themselves safe because staff talk to them about dangers. For example, they remind children not to climb on the table. Children listen to this and change their actions so that they are kept safe.

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

Staff have an appropriate knowledge and understanding of how to safeguard children in their care. There is a safeguarding policy in place to underpin appropriate practice. All required policies are in place and the nursery has written risk assessments. In addition,

staff carry out daily visual checks to ensure the premises and resources are safe for children. The entrance to the nursery is secure and access cannot be obtained unless the visitor is approved by a staff member. Visitor identification is obtained so that the nursery has an accurate record of all adults visiting the premises. Most staff have current first-aid certificates and, therefore, have the knowledge and skills to act appropriately, should a child have an accident or become ill. The nursery has a mobile phone policy and staff store their mobile phones appropriately. Regular staff meetings take place, where the educational programme is discussed, along with safeguarding practice. The management follow safer recruitment and vetting procedures to ensure the suitability of all staff working with children. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service checks. However, some records are not effectively maintained and available for inspection to demonstrate that children are fully protected.

The nursery is suitably led by the management team, who are keen to promote continual development and lead the setting forward. All staff have an appropriate understanding of the learning and development requirements. Play is planned around the children's interests, which enable them to make suitable progress in their learning. However, staff do not use their observations and assessments of children's abilities to full effect. As a result, children do not make better than satisfactory progress. The manager understands the need to monitor the educational programme along with the quality of teaching and has suitable systems in place to do so. She carries out supervision sessions with staff, as well as more formal appraisals. Some training needs have been identified, which she intends to address in-house. To update their skills and knowledge staff often share books of interests and discuss at staff meetings. The self-evaluation process is evolving and areas for development have been identified. For example, the manager is in the process of implementing peer-on-peer observations. As a result, the management team are sufficiently ambitious about improving the provision.

Partnerships with parents are, generally, good. Staff spend time with parents at the beginning and end of each day discussing their child's needs and achievements. This two-way flow of communication ensures that parents are kept informed about their child's daily activities and care. The nursery is developing suitable partnerships with other professionals to meet the individual needs of children. Parents' comments during the inspection show they are very happy with the care and education offered to their children. They positively comment about the friendly, approachable and caring team. Overall, children are happy, settled and enjoy the time they spend at the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Not Met

(with
actions)

To meet the requirements of the Childcare Register the provider must:

- The registered person must have effective systems in place to ensure that any person caring for, or in regular contact with, children is suitable to work with children and must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- The registered person must have effective systems in place to ensure that any person caring for, or in regular contact with, children is suitable to work with children and must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

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	EY367240
Local authority	Worcestershire
Inspection number	863877
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	32
Name of provider	Little Bo Peep Limited
Date of previous inspection	21/02/2011
Telephone number	01386 793102

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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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