

# Little People of Piccadilly

Piccadilly Road, BURNLEY, Lancashire, BB11 4PP

## Inspection date

13/10/2014

Previous inspection date

07/07/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children are protected and safeguarded in this warm and welcoming nursery. This is because safeguarding procedures are effectively implemented and staff have a good understanding of how to keep children safe and secure.
- Children make good progress across all areas of their learning and development because staff know children very well and provide experiences for them matched to their individual needs and preferences. The key-person system is effective and staff and children develop warm attachments, fostering children's emotional security.
- Strong relationships with parents ensure they are fully involved in their child's learning at nursery and home. Their contributions are valued and used to inform the planning and assessment of their child's progress so children's needs are met.
- Management and staff work effectively together to ensure children receive a good quality early years experience and to develop a strong culture of continuous improvement.

### It is not yet outstanding because

- Opportunities for children to learn about early calculations are not fully considered through daily routines, such as setting the table for lunch.
- Opportunities for some children to recognise familiar words, such as their name are not always fully exploited.

## 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 had a tour of the premises and completed a joint observation with the manager.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Janet Singleton

## Full report

### Information about the setting

Little People of Piccadilly registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates under the company name of Just Childcare Limited. It is one of three nurseries in Lancashire run by the company and is situated in converted premises in Burnley, Lancashire. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, with the manager holding an early years qualification at level 4. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am until 6pm and children attend for a variety of these. There are currently 39 children on roll who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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

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

- make the most of opportunities to promote older children's experiences of using mathematics for a purpose, for example, by exploring early calculations at mealtimes, so that their mathematical understanding is extended further
- strengthen opportunities for children to recognise familiar words, for example, by enabling them to find their own names at lunchtime.

### Inspection judgements

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

Teaching is good and is consistently approached across the nursery. Staff know the children very well and thorough observations, focused assessments and regular tracking of children's development allow for them to plan specifically for each child's needs. This results in children making good progress across all areas of learning. Starting points are identified through completion of a baseline assessment and in discussion with parents. Completion of documentation about what the child can do and already knows contributes to this process. As a result, staff are able to effectively plan for children's continued progress and development towards the early learning goals. Children are successfully challenged. They are active and engaged as the good quality teaching nurtures their play. Staff engage children in conversation and use early phonics to promote their good language skills. They skilfully question children to extend their thinking as they sit with them and talk about what is taking place; for example, as children are gluing, sticking and enjoying their painting. Staff use these good opportunities for introducing counting, letters

and naming colours with children to develop their understanding of such concepts. However, some opportunities are missed to use every day routines, such as mealtimes, to introduce and include early calculations. For example, staff do not support children to explore how mathematics can be used for a purpose, for example, determining how many plates are needed.

Staff provide good opportunities for all children to play outdoors where they develop their physical skills and delight in talking about the weather. They enjoy riding wheeled toys as they learn to negotiate pathways and to balance. Indoors children build and construct as staff sensitively support them to succeed while putting together the train track. Staff make good use of praise and consequently, children are encouraged to try. Children are effectively supported in the acquisition of language as they listen to stories and engage in good quality conversations. These story times are also used to develop younger children's speech and to introduce colours, number and shapes. For older children, stories are more complex and children show anticipation and are eager to join in. Children enjoy the key person group time as they delight in listening to stories and learn to sit alongside other children harmoniously. Children's progress in the prime areas of learning means they have the key skills necessary for school. They enjoy painting, writing, drawing and chalking using a wide range of materials as they develop those skills necessary for early writing. Through looking at books and viewing the written word, children are being supported with their early reading skills. However, at lunchtime not all children have place mats with their name on. This means opportunities are not maximised for younger children to begin to identify and recognise familiar words, such as their names.

Staff work well with parents to include them in their child's progress towards the early learning goals. They contribute to their children's assessment and agree the next steps for their child's development, so that staff can plan effectively for their children's continued good progress. Parents spoken to at the time of the inspection feel all staff are very supportive and very caring. Parents are very well informed of the Early Years Foundation Stage because staff explain how activities support children's learning. Parents are included in the completion of the progress check for children between the ages of two and three years so should there be any need for any early intervention they are involved from the start. The strong teaching in this nursery means children are making good progress and are very well prepared for their future learning and move on to school.

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

The key-person system successfully helps children to settle, as they are supported by a familiar and close adult. Consequently, their emotional well-being and personal and social skills are enhanced. Children flourish as they positively grow in confidence and self-esteem as they form highly secure attachments to staff. This enables children to be very confident in exploring the playrooms, making selections from the good range of resources and making decisions appropriate to their age and stage of development. Children show their feelings of security as they readily smile, laugh and giggle in staff's company. They seek cuddles and reassurance from the nurturing staff in the presence of visitors to the setting.

Staff and parents contribute to the assessment on the child to provide a summary of the child's development, or starting point, for their next move within the setting. Visits to children's new rooms means they are supported and given time to make the adjustment. Therefore, children are supported by their key person to settle and to continue to make good progress in their learning and development. Staff are good role models as they remain calm and readily offer praise and encouragement to children. As a result, their well-being and feelings of being valued are continually enhanced. Additionally, children know what is expected of them and as a result, they display a good level of behaviour at all times. Through good health routines and outdoor play experiences, children understand how to keep themselves clean and healthy. The sharp focus on healthy meals, combined with staff discussion about good foods, means they are learning the benefits of healthy food. Staff discuss the reason why we wash our hands and through discussion and reinforcement, help children to become independent. Older children manage their personal needs and self-serve at lunchtime, as they become confident and independent ready for their next move onto school.

Through daily opportunities to experience the outdoors, children are kept physically fit and healthy, and they learn to coordinate their movements as they pick up balls, ride wheeled toys and delight in running and exploring how their bodies work. They are able to explore risk in this safe environment as they climb and run outdoors. Staff provide an indoor experience for children that allows for them to make choices and to explore and experiment with confidence in a well-resourced and safe nursery.

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

The managers and staff have a good awareness of the requirements of the Early Years Foundation Stage. All staff have good safeguarding knowledge and know what to do should they have any concerns regarding a child in their care. Training has been undertaken by all staff in safeguarding and this is given high priority in the nursery. The nursery is secure and staff complete written and daily risk assessments to keep children safe in this welcoming nursery. Robust recruitment and vetting procedures, such as Disclosure and Barring Services checks, mean staff are suitable to be with children. All staff have first-aid training and are able to administer care effectively should this be required. All required supporting documentation is in place and reviewed regularly.

The manager has a good overview of the progress children are making through the comprehensive tracking system. Additionally, by monitoring each key worker's group of children, the manager is able to ensure children's needs are effectively promoted and planned for. The manager monitors staff performance through supervision and targeting of training to match any identified needs for staff development. All staff are qualified and this ensures a strong staff team to support each other in meeting children's needs. Peer on peer supervision is in place and this ensures that best practice is disseminated throughout the nursery. A strong culture of evaluation and reflection of practice is therefore promoted. Staff seek out the views of parents and children to identify areas for improvement and use these to target plans for improvement. The recommendation has

been addressed from the last inspection and practice has improved. This has resulted in a much stronger observation, assessment and planning system matched to children's individual needs.

Staff chat openly with parents and fully include them in this welcoming nursery. Staff establish effective partnerships with them through parents evenings and regular discussions. Partnerships with other agencies are in place and currently being further developed to meet the needs of the children attending. As a result, children benefit from a consistent approach that meets their many varied needs and this contributes to the good progress they are making.

### **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

<b>Unique reference number</b>	EY293778
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861492
<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>	71
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Just Childcare Ltd
<b>Date of previous inspection</b>	07/07/2009
<b>Telephone number</b>	01282 411950

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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

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