

# Little Sneakers

46 Node Hill, STUDLEY, Warwickshire, B80 7RG

<b>Inspection date</b>	06/01/2015
Previous inspection date	07/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 make good progress towards the early learning goals. This is because staff provide educational programmes that are interesting and they support children to engage in a variety of learning experiences.
- Staff are welcoming, friendly and easy to approach. As a result, children form strong bonds and attachments to them.
- Safeguarding procedures are secure. Staff implement daily risk assessments and have strong knowledge of what to do if they have concerns about children's welfare. Therefore, children are well protected from harm.
- Self-evaluation processes provide plenty of opportunities for staff, children and parents to give their viewpoints. Consequently, the nursery management team continually drive forward improvements and are able to promote good outcomes for children.

### It is not yet outstanding because

- The impact of the quality of staff's teaching is not yet sharply evaluated to achieve outstanding consistency throughout the nursery, in order to support children to make the best possible progress
- Parents do not yet contribute regularly to help inform ongoing learning assessments because strategies in place to encourage this are yet to be highly successful, in order to best support learning between the setting and at home.

## 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 activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider and manager and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents' spoken to on the day.

## Inspector

Josephine Heath

## Full report

### Information about the setting

Little Sneakers day nursery was registered in 2006, and is one of four settings owned by the provider. It is registered on the Early Years Register. It is situated in a converted house in the area of Studley, and is managed by Sneakers Childcare Ltd. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and 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:

- sharpen the focus of performance management observations to better evaluate the impact of the quality of staff's good teaching to further support children to make the best possible progress
  
- provide further opportunities for parents to successfully make contributions to their child's learning assessments at more regular intervals, in order to best support learning between the nursery and home.

### Inspection judgements

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

All children make consistently good progress. Staff use their practice-based knowledge of what young children can achieve to provide educational programmes that are interesting. They give children plenty of opportunities to engage in a vast amount of activities and different learning experiences. Consequently, staff actively support and promote children's good progress across each area of learning towards the early learning goals. Staff make effective use of the resources available to them and ensure that children gain from a balanced mix of child-initiated and adult-led play, both indoors and outside. Therefore, all children are well prepared for the next stage of their learning as they are eager to move on and seek out new challenges. Partnerships with parents are established and parents are involved in elements of their children's learning. Staff seek information from parents to inform assessments of what children can do both on entry and at three-monthly intervals. They hold parents' meetings to discuss children's development in more detail and offer

time for parents to view their children's learning files. Staff are keen to help parents to guide their children's learning at home. They are beginning to deploy various strategies to share activity ideas and increase home learning. However, parents are not yet fully supported to make more regular contributions to help inform these ongoing learning assessments because the strategies used are not highly successful in ensuring that all parents do so. As a result, children's learning is not best supported between the nursery and home.

The quality of teaching is good. Staff know children very well and deploy themselves throughout the rooms to engage in children's play in order to extend their learning. For example, staff in the baby room encourage children to explore the environment by placing objects and toys of interest at low level. Staff carefully encourage babies to build on their physical skills by supporting them to use push along toys and providing sensory play in a tray that babies have to stand up to reach. Staff warmly interact with babies by chatting to them in order to encourage babbling and taking turns in conversations. They offer well-placed support, including always being nearby to facilitate learning and using lots of praise as they gently guide babies' exploration. This encourages babies to confidently practise and develop their new skills. Staff in the toddler room make use of children's emerging interests in exploring natural materials to conduct a treasure hunt in the garden. Toddlers respond to the instructions given and enjoy the responsibility of the small task of collecting items to use in their play. Equally, staff in the pre-school room adapt to children's chosen activities by helping them to negotiate their role play ideas, build on their small world play with dinosaurs and dragons and read stories quietly in the designated story area. Staff provide support through skilful questioning to prompt children to think for themselves and help children to play cooperatively with their peers. This encourages children to enhance their games more independently, therefore, shaping their own learning.

Key persons regularly complete assessments of children's progress. This includes the progress check for children between the ages of two and three years. Staff use these assessments of children's progress to identify next steps in learning and plan subsequent activities. Staff are extremely quick to identify where children may need extra support and provide appropriate activities to help children catch up. The special educational needs coordinator is highly experienced and well-focused on supporting those children with special educational needs and/or disabilities. She liaises very closely with key persons, parents and appropriate professionals to ensure that relevant intervention is made, which includes small group work and one to one work for some children. Therefore, for those children where progress was less than expected they are supported to quickly achieve at the highest levels.

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

Staff develop positive relationships with children and their parents. This is because they are welcoming, friendly and easy to approach. This supports children to feel secure in their care and parents to feel relaxed about the care staff provide. Parents' comments demonstrate that they feel the nursery is invaluable and staff provide excellent care and attention to detail when looking after their children. Staff tailor the settling-in procedures

according to children's individual needs and children can attend as many trial sessions to get to know members of the staff team as they require. Management have put together a comprehensive new starter pack of information for parents and seek to gain their reflective feedback shortly after entry. This is because they fully understand the importance of children feeling safe and secure within the environment and strive to achieve this efficiently. This approach fully supports children's emotional well-being.

Children's understanding of keeping themselves healthy and well is effectively promoted. Staff ensure children are kept clean and dry after playing outside. They support children to wipe their noses and wash their hands to prevent the spread of germs and infections. Children are also actively encouraged to manage their own self-care where appropriate. The nursery provides nutritious meals and snacks throughout the day and also respect the parents' choice to provide food for their own child. Staff are careful to promote healthy eating and have high regard to children's preferences and dietary requirements during meal times. Staff discuss healthy food choices with children and their parents and make suggestions for lunch boxes. Therefore, children are encouraged to make their own healthy choices. Medical needs are well known to staff and managed effectively because parents fill in appropriate documentation before medicines are administered to children. The majority of staff hold appropriate first-aid qualifications and are well placed to quickly intervene if any accidents occur. As a result, children are kept healthy and well. Children are supported to learn about and take responsibility for their own safety within the nursery. Staff help them to use scissors during craft activities and to use knives to spread butter on their crackers at snack time. These activities teach children about keeping themselves safe.

The environment is homely and family orientated, with well-placed literature for parents and bright displays in the environment for children. Resources are easily accessible and different areas are clearly defined. Throughout the nursery all resources are carefully matched to suit the ages of the children and meet their emerging needs. Therefore, children's learning is actively promoted and self-motivation encouraged. Children behave very well. Staff adopt a positive approach to behaviour management. They celebrate children's achievement, reward good behaviours and gently remind them of the expectations of the nursery. Therefore, children's behaviour is consistently well managed. Children are emotionally well prepared for the move into other settings and schools. The nursery carefully ensures that they acquire the right emotional skills needed to adapt to the changes ahead.

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

Safeguarding arrangements are good. The management team place a strong emphasis on ensuring children in their care are safe and secure at all times. All staff understand their role in protecting children from harm and are fully aware of how to follow correct safeguarding procedures, should they have a concern about a child or member of staff. The manager is the designated safeguarding person for the nursery and ensures that children within her care are protected from harm. Daily checks of the environment and

regular risk assessments are well considered to minimize potential dangers to children. This helps to make sure that children are cared for in a safe environment. Documentation and record keeping is accurate and completed to a high standard, which helps to ensure that children's well-being is maintained.

The management monitors the educational programmes well. They ensure all children are making progress by having an overview of each individual child's records, assessments and observations. They have produced a tracking system to clearly identify where progress is being made and any areas where there might be delay for some children. The effective monitoring system has recently been improved to provide more information about children experiencing delay, to ensure that interventions are appropriate and progress is being made. The management are committed to developing the professional skills and qualifications of the staff. They successfully use appraisals and supervision systems, including practice and teaching observations, to monitor staff performance. This proactive approach helps to make sure that children benefit from continually improving provision. However, the focus of the evaluations of these performance management observations are not acutely targeted enough to ensure all staff achieve a consistently outstanding quality of teaching. As a result, children are not yet helped to make the very best possible progress.

Self-evaluation arrangements are very reflective and critical. Management take account of the opinions of staff, children and parents. The management clearly identify areas for improvement, which they prioritise and address through an ongoing whole team approach. Overall, partnerships with parents are positive and contribute to children's good progress. Feedback from parents is excellent and they comment that they feel their children achieve so much from attending the nursery and really enjoy their experiences. The management continue to send out parent surveys, hold various events and have introduced an email communication system as well as sending out regular newsletters to actively seek parental engagement. Partnerships with other professionals, such as speech and language therapists, the local authority early years support, local nurseries and schools, are well established. These links help children to receive continuity in their learning and care. They also ensure that children have access to the relevant support services they need to make good progress.

## 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>	EY331796
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	782703
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Sneakers Childcare Limited
<b>Date of previous inspection</b>	07/04/2009
<b>Telephone number</b>	01527 850330

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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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