

# Little People Day Nursery

Warrington Road, Goose Green, Wigan, Lancashire, WN3 6XD



## Inspection date

23 January 2015

Previous inspection date

7 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff are well qualified and have a good understanding of how children learn. They plan activities that are interesting and offer realistic challenges. As a result, children are motivated to learn, explore and make good progress in their learning.
- Staff make accurate assessments and observe children in their play. Staff are quick to identify when children require additional support and work with parents and other professionals to further support them within the nursery.
- Children follow good hygiene routines. They enjoy healthy meals and snacks, which promotes their good health. Children enjoy the freedom of accessing the outdoors to further promote their physical well-being.
- Safeguarding procedures are strong. All staff have attended safeguarding training and have a good understanding of their responsibilities to keep children safe.
- Managers and staff reflect on their practice thoroughly. They successfully include parents and children in their self-evaluation. As a result, positive changes continue to be embedded to support staff in improving outcomes for all who use the service.

### It is not yet outstanding because:

- There is room to strengthen settling-in procedures so that key persons have a fuller picture of the child before they start.
- The effects of new programmes to promote younger children's communication and language development further are not yet measurable.

## What the setting needs to do to improve further

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

- further enhance settling-in procedures so that key persons have a fuller picture of the child prior to starting the nursery
- focus the systems for assessing children's learning particularly for children between two and three years; measure the effectiveness of new programmes in order to assess the difference in progress made in communication and language development.

### Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed activities and the quality of teaching in all three age groups.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection, and held meetings with the managers and two members of the local authority advisory team.
- The inspector looked at a sample of children's assessment records and the planning documentation for all three age groups.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

### Inspector

Joanne Parrington

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make good progress in all aspects of their learning and development. Staff are knowledgeable and deliver strong teaching, particularly in the pre-school. These children are well supported in their play and enjoy taking part in activities that help them prepare for the move to school. Children learn skills, such as early reading, numeracy and writing skills. Staff skilfully take the children on a journey, learning these key skills through enhancing the provision with props and a selection of well-chosen resources. Babies acquire key skills to support their communication and language development, as staff speak clearly and introduce new words as babies discover the world around them. Toddlers enjoy exploring and learn to socialise and make friends with their peers. Parents are well informed about their child's development and are encouraged to continue their development at home. An example of this is the development of story sacks and maths packs, which have been welcomed by parents.

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

Children and their families are welcomed into this friendly nursery. The gradual admissions process in place allows children and parents to build warm relationships with staff. Parents provide information about their child's routine and needs so that staff can support them accordingly. However, there is room to strengthen this process prior to starting at the nursery, in order for key persons to have a fuller picture of the child. Within the comfy area in the baby unit, pictures of family members are placed on the family tree for staff to look at with the babies. As a result, babies begin to feel safe and emotionally secure. Staff talk to children throughout the sessions, praising good behaviour. Older children learn to negotiate and compromise as they learn to share, take turns and make the right choices about their behaviour. Staff provide children with praise and encouragement, demonstrating they value their achievements, therefore, promoting children's confidence and self-esteem.

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

The management team have a good understanding and implement the requirements of the Early Years Foundation Stage. Managers have strong systems for monitoring staff practice and use these to enhance the provision they provide. Staff new to particular roles and responsibilities receive tailored training so that they are in the best position to support children, including those who have special education needs and/or disabilities. Managers monitor the progress all children make, and are pro-active in analysing the information and planning necessary improvements so that children begin to make rapid progress. For example, children aged between two and three years are now receiving targeted communication and language sessions to enhance their development. This will prepare this specific age group when the time comes to move to pre-school. Due to the infancy of this targeted programme it is not yet possible to measure if this has been successful.

## Setting details

<b>Unique reference number</b>	322995
<b>Local authority</b>	Wigan
<b>Inspection number</b>	868809
<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>	63
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Colleen Farrell and Andrew Farrell Partnership
<b>Date of previous inspection</b>	7 December 2011
<b>Telephone number</b>	01942 244050

Little People Day Nursery was registered in 2000. It is one of two nurseries owned by the proprietors. The nursery is open each weekday from 7.30am until 6pm, all year round, excluding one week at Christmas. The nursery receives funding for the provision of free early education for children aged two-, three- and four-year-old children. In total, a team of 14 staff work at the nursery. Of these, 13 hold appropriate early years qualifications.

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