

Little Peoples Nursery

Warden Hill Junior School, Birdsfoot Lane, LUTON, LU3 2DN



Inspection date

16 April 2015

Previous inspection date

20 May 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children's personal, social and emotional development is warmly promoted by caring staff. An effective key-person system ensures that parents are fully aware of who their child's key adult is. Very good settling-in procedures mean that staff and parents work together to help children settle and feel confident.
- Partnerships with parents and carers are effective and parents speak highly of the established staff team. Staff encourage parents to extend their children's learning at home and share future activity plans with them to support this.
- Children's communication and language development, including those with special educational needs and/or disabilities, is good. Staff use sign language to support all children's early language development, including those who speak English as an additional language.
- Children's safety and overall well-being are encouraged because management use effective recruitment and induction procedures. Additionally, staff attend regular safeguarding training, which supports them in meeting the safeguarding and welfare requirements. As a result, children are protected.
- Teaching is good because staff understand how to promote children's learning. Staff encourage information sharing to ensure that the moves children make from home and on to school are effective. Consequently, children's learning and development are continuously promoted.

It is not yet outstanding because:

- Staff do not always challenge more able children because, on occasions, they provide pre-cut materials during activities.
- Staff supervision is not used frequently enough to promote regular opportunities to identify training needs and evaluate practice.

What the setting needs to do to improve further

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

- enhance opportunities for challenging more able children, for example, by encouraging them to do more for themselves during activities and at small group times
- enhance the frequency of staff supervision to identify training needs, evaluate practice and secure opportunities for continued professional development.

Inspection activities

- The inspector looked at evidence of the suitability of staff members. She viewed a range of other documentation, including some risk assessments, policies and procedures.
- The inspector discussed how the nursery manager monitors and evaluates the setting and viewed their self-evaluation document. The inspector took account of the views of some parents spoken to on the day of inspection.
- The inspector observed children playing, both inside and outside, and during mealtimes. She talked with the nursery manager, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager as children took part in a small group activity with staff.

Inspector

Jo Rowley

Inspection findings

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

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They consistently plan together as a team and take into account the individual needs and interests of their key children. Regular observations are completed and children's next steps are identified, and effectively planned for, through a wide range of activities. Consequently, children make good progress given their starting points and capabilities. Spontaneous learning is warmly encouraged by staff. For example, children initiate their own nursery car wash during outside play. Children take part in structured activities, such as creating their own treasure maps, using paint and materials. Staff successfully extend children's thinking as they use open-ended questions and introduce a range of positional language to the children. However, during some adult-led activities, staff do not always ensure that more able children are suitably challenged by doing enough for themselves. This means activities sometimes become too easy for some children and, therefore, their learning is not consistently extended.

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

Children have good opportunities to develop their physical skills in the outside area, which is organised well with stimulating, fun activities and experiences. Children learn about nature as they find and care for snails and they plant, care for and grow a range of fruit and vegetables. Opportunities for children to learn about personal safety are good. For example, they manoeuvre safely on wheeled resources around the garden road, taking care to avoid their peers. Children's behaviour is very good because staff are consistent in their role modelling. Children are quick to remind their friends how sharing with each other is kind. In addition to this, they independently use sand timers when turn taking and share resources patiently. Additionally, children access a wide range of resources and make regular choices about their play. As a result, they demonstrate the skills they need for future learning.

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

Staff complete regular risk assessments to ensure that children are cared for in a safe environment. They are fully aware of the procedures to be followed in the event of a child protection concern arising. There is an effective mobile phone and camera policy, and all technology used by children is password protected. Partnerships with other providers are good and strong links with local schools support children in making a smooth transition. All staff working with children are qualified and this has a positive impact on children's learning. The manager uses her qualification to model her strong knowledge of the Early Years Foundation Stage, and this supports staff teaching throughout. The manager monitors the setting through daily observations and by working directly with staff, children and parents. Staff take part in yearly appraisals and evaluate the nursery on a regular basis. However, staff supervision is not used frequently enough to ensure that training needs are identified and this means continuous improvement is not maximised.

Setting details

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|------------------------------------|--------------------------------------|
| Unique reference number | EY418500 |
| Local authority | Luton |
| Inspection number | 851937 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 5 |
| Total number of places | 33 |
| Number of children on roll | 65 |
| Name of provider | Little Peoples Day Nursery Committee |
| Date of previous inspection | 20 May 2011 |
| Telephone number | 01582 560 212 |

Little Peoples Nursery was registered in 2010. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including the manager, who holds Early Years Professional status. The nursery opens Monday to Thursday, from 8am until 5pm and on Fridays from 8am until 4pm, during term time only. The nursery provides funded early education for three- and four-year-old children.

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