

Little Professors Nursery

Walsall College, Littleton Street West, Walsall, West Midlands, WS2 8ES



Inspection date

15 May 2015

Previous inspection date

4 February 2010

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

- All children are making good progress because they have access to a wide range of interesting and stimulating experiences that support their learning and development.
- Children, including those who have special educational needs and/or disabilities, are supported well. Staff ensure these children are valued and adjustments are made to ensure they are included.
- Children are happy and form close bonds with their key person. Staff have a caring and warm rapport with the children and this helps them feel safe and promotes their emotional well-being.
- Children's learning at home is well supported as there are strong and effective partnerships with their parents.
- Safeguarding is given high priority. Staff are very aware of safeguarding requirements, which means children are protected well and procedures are understood and implemented consistently.
- Staff and managers demonstrate a strong commitment to promoting a high-quality provision. They regularly reflect on the quality of care and learning for the children, which has a positive impact on their learning.

It is not yet outstanding because:

- Staff occasionally miss opportunities to encourage children to think critically and make links in their learning.
- The arrangements for sharing information with other settings that some children attend are not yet as effective as other partnerships.

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 all opportunities to encourage children to think critically and make links in their learning, for example, by asking enquiring questions and responding to children's comments
- extend partnership working with other settings children attend, to share information about children's learning and development.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records. She also checked evidence of staff suitability and qualifications.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Inspection findings

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

Staff have a good understanding of how children learn and develop. All staff regularly observe children and then plan activities to promote the next stages for each child's development. These are shared well with parents, which enables them to support their children's learning at home. Staff ensure that they gather information from parents before children start and use this information to plan for their further individual development and progression. As a result, children make good progress in their learning and are acquiring the skills to prepare them for their move to school. Children's physical development is promoted well because they have regular access to the outdoor area. Children can play in the sand, pedal bikes and practise their balancing and climbing skills. Staff promote communication and language well. They interact with babies by repeating the sounds and words the babies say. Older children enjoy taking part in story and song times where staff actively join in. However, on occasions, staff miss opportunities to promote children's critical thinking. For example, they do not always respond to children's questions or interests during child-initiated and planned activities.

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

Staff and parents work well together to settle new children, who quickly form close bonds with the kind and attentive staff. Babies actively seek staff out for comfort and reassurance should they be feeling tired or upset. Staff respond warmly to them, which promotes children's overall emotional well-being. Children can choose where they wish to play and older children have free access to the stimulating and exciting outdoor area. Meals and snacks provided are well planned and nutritious. Staff engage children in conversations during mealtimes about what foods contribute towards their good health. As a result, children are beginning to learn the importance of a healthy lifestyle. Children learn self-care skills as they are encouraged to be independent and complete tasks for themselves. For example, staff encourage children to put on their coats before playing outside. Staff are good role models and praise children's positive behaviour, which encourages children to behave well.

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

The management team demonstrates secure knowledge about the requirements of the Early Years Foundation Stage. Strong leadership ensures that all children are well safeguarded, as staff are fully aware of the nursery's procedures for keeping children safe. Recruitment procedures are robust and an effective performance management system is in place. Staff are well qualified and their professional development is encouraged as they regularly access training. Consequently, the outcomes for children are improved. Staff and managers monitor and track children's progress. As a result, any gaps in learning can be identified and acted upon. Good partnerships with external agencies ensure that children's needs are met effectively. However, there is room to build on partnership working with other settings children attend to aid continuity in their learning experiences.

Setting details

Unique reference number	EY395277
Local authority	Walsall
Inspection number	859689
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	76
Name of provider	Walsall College
Date of previous inspection	4 February 2010
Telephone number	01922 657 062

Little Professors Nursery originally opened in 1990, and in 2009 moved to a new site in Littleton Street West, Walsall. It operates from a self-contained unit inside Walsall College. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, including four with a level 6 qualification. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8.15am until 5.30pm and the playscheme operates during school holidays from 8.30am to 5.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

