

Little Peoples @ Whitefield

Whitefield Primary School, Stockholm Way, Luton, Bedfordshire, LU3 3SS



Inspection date

10 May 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff understand and respect that children learn in many different ways. Children are immersed in purposeful activity as they explore and experiment. They return to favourite activities, helping them to solve even more-complex problems as they build upon their prior learning.
- Staff accurately assess children's progress. They confidently incorporate children's next steps in learning into planned and spontaneous activities. Staff encourage children to work out how to construct a tall tower. Children enthusiastically predict what will happen when a block is removed from the middle.
- Highly motivated managers constantly review and evaluate every aspect of the nursery. The views of children, parents and other professionals are highly valued. In addition, managers have established very effective and focused ways for staff to contribute their ideas and thoughts. Action plans are detailed, and help managers adapt and enhance the exceptionally high-quality care and education.
- Children who speak English as an additional language are very well supported. For example, staff show children photographs of bees and honeycomb to help extend learning while children make honey sandwiches. Staff gather information from parents to help them recognise and use key words and phrases.
- The exceptionally well established key-person system helps children and their parents and carers quickly form strong, trusting relationships. The receptive staff listen to parents, offering support and advice whenever it is needed. Children seek comfort when they are tired or upset and feel immensely proud when they are praised.
- Children feel happy and secure within the nursery. Consistent boundaries help to support children to understand what is expected from them, helping them to feel safe. Staff effectively help children choose appropriate words and phrases to ask others to help, or to stop doing something they do not like.

What the setting needs to do to improve further

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

- consider creating even more imaginative and exciting ways to continue to enhance the high-quality learning environment.

Inspection activities

- The inspector observed activities inside the nursery and garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the chair of the management committee and managers at appropriate times.
- The inspector looked at a range of documents, including the safeguarding procedures, self-evaluation records and children's progress records. She checked the evidence of the suitability of staff working with children.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a small number of parents during the inspection and took their views into account.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Managers have put robust procedures in place. They ensure that the highly receptive staff are confident in their role to keep all children safe. Managers encourage in-depth discussions about safeguarding during staff meetings. Highly structured supervision sessions help managers ensure staff have the knowledge and skills they need. Managers encourage staff to build upon their excellent knowledge and experience in a variety of ways. Staff regularly observe each other, helping to share examples of best practice. Managers and staff work exceptionally closely with other professionals and agencies working with children and their families. This contributes to the extremely focused support parents and children receive, helping children to make excellent progress in all areas of their development.

Quality of teaching, learning and assessment is outstanding

Staff plan interesting activities to attract and hold children's attention. They skilfully add items that children are interested in to extend their learning even more. Familiar activities are adapted to help trigger curiosity. Children use celery sticks to make different marks with paint. They excitedly call to staff to look at the designs they have created. They follow raindrops and discover what happens as drops mix with chalk and paint on a shed and the path. Children with special educational needs are exceptionally well supported. Dedicated staff teach individual children. They use visual resources to help them make choices, such as what they would like to explore. Staff use signs with all children. This helps to support children's ability to understand and be understood by their classmates.

Personal development, behaviour and welfare are outstanding

Staff are dedicated to provide a highly stimulating environment. Children freely select equipment and playthings that intrigue them. There are, however, opportunities for staff to continue to develop the learning zones both inside and outside, enriching children's experiences even more. Staff encourage children to make healthy lifestyle choices. They introduce nutritious foods children have not previously experienced during snack time. Children are supported to behave very well in the nursery. They quickly learn to share and take turns. Children are kind to others and grasp opportunities to make choices for themselves. Children recognise they can use equipment, such as sand timers to help them resolve issues with others. Staff encourage parents to stay with their children when they first start in the nursery. This helps children to settle quickly and allows parents the opportunity to get to know the staff.

Outcomes for children are outstanding

Managers rigorously monitor children's learning and development. They ensure that, given their starting points, all children make considerable progress. Staff sensitively prepare children to move to the next stage in their learning at nursery or school. Children learn how to master the skills independently. They learn to recognise the letters in their name, to count and identify numbers. Children grasp opportunities to play with items of school uniform during role play, triggering questions to ask staff about moving on.

Setting details

Unique reference number	EY471755
Local authority	Luton
Inspection number	968074
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of provider	Little Peoples Nursery Committee
Date of previous inspection	Not applicable
Telephone number	01582571213

Little Peoples @ Whitefield was registered in 2014. It operates Monday to Friday, term time only. Sessions are from 9am until 4pm. The nursery employs seven members of childcare staff, five whom hold appropriate early years qualifications at level 3 and above, including one holding early years professional status. The nursery provides early years education for funded two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs.

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