

# Little People (Alwoodley)

Alwoodley Primary School, Cranmer Rise, LEEDS, LS17 5HX



|                          |             |
|--------------------------|-------------|
| <b>Inspection date</b>   | 25 May 2017 |
| Previous inspection date | 29 May 2015 |

| The quality and standards of the early years provision | This inspection:     | Inadequate | 4 |
|--|----------------------|------------|---|
|  | Previous inspection: | Good       | 2 |
| Effectiveness of the leadership and management         |                      | Inadequate | 4 |
| Quality of teaching, learning and assessment           |                      | Good       | 2 |
| Personal development, behaviour and welfare            |                      | Inadequate | 4 |
| Outcomes for children                                  |                      | Good       | 2 |

## Summary of key findings for parents

### This provision is inadequate

- Arrangements for safeguarding children are ineffective. The manager does not follow the correct procedure when managing an allegation made against a member of staff.
- The management team has failed to inform Ofsted of a significant event that occurred at the nursery, which is a breach of a legal requirement.
- The monitoring of staff's practice does not focus enough on identifying where they can improve the good quality of their interactions with children further.
- Staff working with the younger children do not always give them sufficient time to respond to their questions to encourage speech and language skills.

### It has the following strengths

- The key-person system works effectively throughout the nursery. Children form trusting bonds with attentive staff who offer them plenty of praise and encouragement. These help to promote children's emotional well-being.
- Staff use observations and assessments to monitor children's learning and development. They plan activities and experiences that meet children's needs and interests. Children readily join in and make good progress in their learning.
- Staff effectively support children who have special educational needs and/or disabilities. They work alongside parents, other professionals and external agencies well to meet children's learning needs.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

|   | Due Date   |
|---|------------|
| ■ gain a secure understanding of safeguarding procedures, including the full procedure to follow if allegations are made against a staff member   | 22/06/2017 |
| ■ ensure that all staff, who have managerial positions, understand their roles and responsibilities about notifying Ofsted of significant events. | 22/06/2017 |

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

- evaluate more precisely how staff can improve on their already good interactions with children
- provide younger children with time to respond to questions and encourage their speech and communication skills further.

## Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting and had discussions with the manager. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection.

## Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. There is a safeguarding policy in place which is in line with the guidance and procedure of the Local Safeguarding Children Board. However, the manager does not follow the correct procedures when an allegation is made against a member of staff. The manager also failed to inform Ofsted of the allegation and the action taken. As a result, children are not kept safe and the requirements of the Early Years Register and the Childcare Register are not met. However, staff are aware of current child protection issues. They can identify the possible signs and symptoms of abuse. They demonstrate a good understanding of how to report and respond to safeguarding. Effective recruitment and induction procedures help to ensure staff are suitable to work with children. Overall, the manager is proactive in self-evaluating practice. Staff access training to keep their knowledge and skills up to date. However, this is not focused well enough on their development needs. Staff have established links with the local schools which help ensure continuity of learning and care.

### Quality of teaching, learning and assessment is good

The quality of teaching is, generally, good. Staff encourage children's mathematical development well. They provide a variety of experiences to develop children's understanding of a wide range of mathematical ideas. For example, children count the number of cakes on the cards in the dough area. Staff working with older children are skilled at talking to them. They build on their existing knowledge and introduce them to new words. For example, staff explain that a gentle wind is called a breeze. Children who speak English as an additional language are supported well. However, staff working with the younger children do not always give them sufficient time to think and respond to their questions asked. Staff share information about children's progress with parents to support them to extend their learning at home.

### Personal development, behaviour and welfare are inadequate

Due to the weakness in safeguarding, children's safety, well-being and personal development are compromised. However, on a day-to-day basis, staff keep children safe by carrying out regular checks on the environments. Children enjoy healthy meals and snacks and have access to drinks throughout the day. Staff promote positive behaviour. They remind children to use good manners and give them lots of praise and encouragement. There is a range of stimulating resources for all children to choose from. Resources are well maintained and easily accessible. These help children to develop their independence skills.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress in relation to their starting points. Children are enthusiastic learners. For example, younger children excitedly join in playing with the water and bubbles. Older children confidently make marks for their name and are beginning to recognise the initial sounds in words. Children

play well together and build good friendships. The skills and attributes they are developing prepare them well for the move on to their next stage in learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY427946  |
| <b>Local authority</b>                           | Leeds   |
| <b>Inspection number</b>                         | 1094852   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 82  |
| <b>Number of children on roll</b>                | 119   |
| <b>Name of registered person</b>                 | Little People (Alwoodley) Limited   |
| <b>Registered person unique reference number</b> | RP530659  |
| <b>Date of previous inspection</b>               | 29 May 2015   |
| <b>Telephone number</b>                          | 01132667242   |

Little People (Alwoodley) registered in 2011. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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