

# Little People Nursery

1a Silver Street, Newton Hill, WAKEFIELD, West Yorkshire WF1 2HZ



<b>Inspection date</b>	11 April 2019
Previous inspection date	31 May 2016

<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
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a secure understanding of what children know, enjoy and can do. They regularly track children's development and use this information to identify any gaps in their learning. Staff then plan activities which challenge and help children to make good progress.
- Staff receive good support and are involved in regular supervisory meetings. They access a wide range of training which helps to develop their practice and improve the outcomes of children. For example, staff in the baby room have completed 'understanding babies' training.
- Staff work closely with parents and other professionals to help support children with identified delays in their development. This contributes to the consistency of support children receive.
- Positive reinforcement and constant praise from staff support all children to behave appropriately. Children understand the rules and boundaries, which staff model well.
- Children are supported well during their future moves to school. For instance, staff share information so that teachers have a good understanding of children's needs and what they know and can do.
- Staff do not consistently use the information they gather from parents about children's learning abilities and skills on entry, to support children's learning and development from the outset.
- Occasionally, group activities do not meet the needs of all children involved.
- Staff not support young children enough to use words and develop their language skills.

## What the setting needs to do to improve further

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

- make better use of the information gathered from parents when children first start, to inform the initial assessments and promote more rapid progress from the outset
- review the organisation of some group activities to ensure that children are fully involved and engaged at their own level
- provide more opportunities for younger children to develop their speaking and language skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at children's records, observation and assessment files, planning documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector discussed methods used for self-evaluation and the impact this has on the nursery.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are well deployed and understand their roles and responsibilities to promote the safety, welfare and learning of children. They have a good understanding of what they would do if they have a safeguarding concern. Practice is well documented and policies, including the safeguarding procedures, are effectively implemented. The key-person system supports positive relationships with all parents. Information about children is shared on a daily basis and parents receive summative assessments about their children's development. This effectively supports children's individual learning and development. Parents praise the care their children receive. The manager monitors all children's progress to help ensure that individual children and groups of children are making at least typical progress. The manager shows commitment to develop and improve practice. This helps benefit children and results in a service that is continually improving.

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

Overall, staff actively engage with children, playing alongside them, questioning and modelling to support and extend their learning. Children access a wide variety of resources and enjoy their independent play. For example, older children role play and pretend to go on a boat trip to the seaside. Babies and toddlers develop their interest in toys, such as shape sorters and building blocks. Staff plan activities to help prepare older children for school. For instance, they involve children in mathematical and literacy challenges.

### Personal development, behaviour and welfare are good

Staff warmly welcome children as they arrive. This helps children to feel emotionally secure. Children enjoy being active and staff plan a good variety of activities that develop children's physical skills indoors and outdoors. For example, children sing and dance indoors and during outdoor play they run and ride wheeled toys. Staff communicate effectively with each other about children's move from room to room. For instance, they share information about children's learning and development. Children enjoy a variety of nutritious snacks and home-made meals, which helps to promote their good health. Children with food allergies and intolerances are sensitively catered for, so they are kept safe but do not feel different to the other children. Children independently undertake self-care routines, where appropriate, which helps them to develop the skills required to successfully move on to school.

### Outcomes for children are good

All children, including those who receive additional funding, make good progress and have targeted support. This helps them achieve progress in line with their abilities. Children make friends and learn to share and take turns. They actively take part in activities and are confident and motivated to learn. For example, children make marks in the sand and talk about different shapes and colours. These activities support children's mathematical and literacy skills and help to prepare them for school.

## Setting details

<b>Unique reference number</b>	EY447882
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10075187
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Little People Nursery Partnership
<b>Registered person unique reference number</b>	RP531670
<b>Date of previous inspection</b>	31 May 2016
<b>Telephone number</b>	01924 823261

Little People Nursery registered in 2012. The nursery employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. 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.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

