

Little People's Learning Academy

Inspection report for early years provision

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Inspector Saida Cummings

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little People's Learning Academy is a privately owned nursery that was registered in 2008. The setting is situated in the Barbourne area of Worcester and operates from two rooms in a converted community building. All children share access to a secure enclosed outdoor play area. The setting serves children from local and surrounding areas. A maximum of 30 children may attend at any one time. Children from birth to eight years of age attend the setting.

There are currently 37 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for the provision of free early education to children aged three and four. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery is open each weekday from 08.00 to 18.00 all year round. Children attend for a variety of sessions. The setting employs 11 staff who work with the children. Of these, six hold appropriate early years qualifications. There is currently one staff member working towards an appropriate qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy, settled and enjoy their time in the welcoming and friendly environment. Inclusion is well promoted and children's individual needs are recognised and catered for. Children's learning and development is appropriately supported through a varied range of planned and spontaneous activities which are linked to their individual assessments and interests. There are effective partnerships with parents and carers as the provider and staff have developed a good liaison system to ensure they are kept fully informed of their children's care arrangements and developmental progress. Although the provider and staff have started systems for self-evaluation, these are not yet fully developed to ensure the setting is able to make continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation of the group activities to ensure all children are purposefully engaged and are always able to take an active part
- promote positive attitudes to diversity further through activities that encourage children to talk about similarities and differences and the reasons for these, to help them learn to value aspects of their own and other people's lives

- develop the system for planning of activities for the younger children to ensure that all the areas of learning are consistently covered
- improve the safety of the outdoor play equipment by ensuring this is regularly maintained and cleaned
- develop the self-evaluation systems further to ensure priorities for making improvements in all areas are identified and implemented.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of aspects identified in the risk assessment that need to be checked on a regular basis, inclusive of details of when they are checked and by whom (Suitable premises, environment and equipment).

06/05/2009

The leadership and management of the early years provision

Children are cared for and safeguarded by suitably qualified and vetted staff, who are attentive and caring. Staff are developing their knowledge of the EYFS and work well together as a team. The good partnership with parents and carers is based on effective information sharing, which includes daily verbal and written communication to inform them of how their children have spent their day. Parents and carers receive regular information regarding the setting's topics and activities, enabling them to become involved in their child's learning. They have access to their child's developmental records and are able to hold regular discussions with their key person, which ensures they are kept informed about their child's progress. Recent organisational changes have led to significant improvements being made throughout the nursery. Good progress has been made since the last inspection, which has had a positive impact on children's experiences. The provider is working closely with the local authority development workers to ensure that activity planning is changed effectively, so that individual children's needs are met.

Effective steps are taken to promote children's welfare, learning and development. The premises and outdoor play areas provide safe and stimulating environments where children are encouraged to try things out, solve problems and investigate. However, some of the outdoor play equipment is not sufficiently maintained and cleaned to ensure children's safety and well-being is fully protected. There are clear procedures for ensuring children are well safeguarded and these include a detailed safeguarding policy, which provides staff with clear, consistent and up-to-date guidance. There are effective systems in place for completing overall risk assessments, which ensure hazards to children are minimised. However, although staff complete daily visual safety checks, there is no record of aspects identified in the risk assessments that need to be checked on a regular basis to ensure children's safety is assured. The policies and procedures are regularly reviewed and updated to reflect current good practice and legislation. Self-evaluation is in its infancy and identifies improvements in some areas. However, this is not yet

sufficiently developed to ensure that the setting is continually striving for further improvements in all areas.

The quality and standards of the early years provision

Children make satisfactory progress in their learning and development, and respond well to the many interesting learning activities offered. They are developing good relationships with each other and the staff. Children learn to play safely and harmoniously as staff encourage and praise them in everything they do. Their awareness of safety is promoted through everyday routines and activities. For example, they are reminded about safety during their play, such as how to safely use the outdoor climbing apparatus. Their health and well-being are promoted, as all children have daily opportunities for physical indoor and outdoor activities. They enjoy using various age-appropriate outdoor play equipment to develop their physical skill, such as sliding, climbing and balancing. They also have opportunities to use their imagination when taking part in indoor music and movement sessions, for instance, pretending to move and roar like lions. Children receive freshly-prepared healthy and nutritious meals and snacks.

Children are provided with a broad range of activities that reflect the EYFS. They develop good social skills and enjoy music, pre-reading and writing activities, use numbers as part of their play and learn through their senses. For example, the younger children enjoy exploring their environment and using the treasure baskets of different textures and household objects, which help to develop their curiosity and sense of touch. Older children enjoy experimenting with various materials, such as when joining in with sand play activities. They use their imagination as they fill up various pots, pat them down and pretend they are making fruit pies. Children's language and literacy skills are developed through relaxed conversations during their everyday routines, such as joining in with discussions during meal and snack times. However, some of the children's enjoyment of story telling is sometimes hindered during planned circle-times. These sessions are not always effectively organised to ensure all the children are purposefully engaged and able to take an active part.

Children have formed harmonious relationships and play happily alongside each other. However, they have few opportunities to develop positive attitudes to diversity through activities that encourage them to talk about similarities and differences and the reasons for these, to help them learn to value aspects of their own and other people's lives. New planning and assessment systems have recently been introduced to reflect individual children's learning needs and staff show a clear understanding of how to promote children's progress under the six areas of learning. They effectively utilise the information they gain from the observations they make to ensure individual children are provided with age-appropriate activities which are linked to their particular interests, and that they are given every opportunity to move on to the next stage in their development. However, the planning of activities for the younger children is not yet sufficiently developed to ensure these are consistently linked to the six areas of learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met