

Little People's Learning Academy

Inspection report for early years provision

Unique reference number	EY371898
Inspection date	16/12/2011
Inspector	Rachel Wyatt

Setting address	10-12 Wakeman Street, Worcester, WR3 8BQ
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Type of setting	Childcare - Non-Domestic

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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.

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Description of the setting

Little People's Learning Academy is a privately owned nursery which registered in 2008. The nursery is situated in the Barbourne area of Worcester and operates from a converted community building. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year, closing for a week at Christmas and for bank holidays

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 51 children aged from birth to five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff, including the owners. All staff have early years qualifications to at least level 2 and 3, with the owner having a level 4 qualification and a member of staff has a Foundation Degree in Early Years. Two members of staff are working towards a level 3 qualification. The nursery is a member of the National Day Nurseries Association and provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Systems are not sufficiently effective to ensure adult to child ratios are always met and to enable staff with designated responsibility for safeguarding to fully understand their roles and associated procedures. As a result, two Early Years Foundation Stage requirements are not met, impacting on children's welfare and safety. In other respects, children are happy, settled and enjoy being at this welcoming nursery. Positive relationships with parents and other organisations contribute to the family atmosphere and effective support for children who are well cared for and make good progress. Overall, the provider demonstrates a satisfactory capacity to drive and maintain improvement, including ensuring previous actions and recommendations are addressed. Most aspects of the nursery provision are effectively monitored and evaluated and appropriate staff development procedures ensure adults have the relevant skills to support and sustain change.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the requirements for adult: child ratios are 30/12/2011

- met at all times (Suitable people)
- improve staff's knowledge of the procedures to be followed in the event of an allegation of abuse against a member of staff (Safeguarding and promoting children's welfare). 30/12/2011

To improve the early years provision the registered person should:

- improve staff's confidence and consistency in making systematic observations and assessments, in particular with regard to children's physical development and their problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded and the leadership and management of the nursery are inadequate. At the start of the inspection adult to child ratios were not met as there were insufficient staff present at the time most children were arriving. The provider was, therefore, not meeting an Early Years Foundation Stage welfare requirement. Another aspect of safeguarding is also not fully met. Key staff with designated responsibility for safeguarding, lack confidence and are not sufficiently aware of the correct procedures to follow in the event of an allegation being made against a member of staff. In other respects, the nursery safeguarding procedures are satisfactorily implemented. For example, the owner and staff work well with other agencies and build positive relationships with families in order to protect vulnerable children. All required documentation and consents are obtained before each child starts, so that staff know who has parental responsibility for them and who can have legal contact with them.

The nursery has, in the main, suitable monitoring and evaluation systems, although, those relating to matching children's and staff's attendance are not sufficiently rigorously implemented. The Ofsted self-evaluation process and the Early Childhood Environment Rating Scale have both been used effectively to highlight strengths and areas for development to follow up. For instance, changes to the organisation and layout of indoor areas provides children with better opportunities to choose books and toys themselves and to focus on activities in designated areas. Previously set regulatory actions and recommendations have, in the main, been addressed. For example, the provider now has a required record of all staff's Criminal Records Bureau checks on site, staff's skills and confidence have been enhanced through further training and risk assessments are now detailed and effectively used to monitor safety.

Children are looked after in an inviting and comfortable environment. They feel included and have a sense of belonging because staff are attentive and caring. Adults acknowledge children's differing characteristics and encourage their interests. The nursery successfully narrows the achievement gap for children with special educational needs and/or disabilities. The owner and staff work effectively with other agencies, such as, speech and language therapists and assessment centres. They provide tailored support and successfully implement agreed

strategies to enable each child to progress well. Strong partnerships are forged between the nursery and parents, ensuring children settle and are well cared for. Families feel welcomed and events, such as the Christmas party, including a visit from Father Christmas, are popular with and enjoyed by parents and carers. They are well informed about how the nursery operates and about proposed topics, activities and special events. They are reassured by the staff's regular feedback about their child's care and achievements and enjoy their child's end of year progress report. Children also have consistency and continuity because the nursery develops positive links with schools and with providers of other settings some children attend.

The quality and standards of the early years provision and outcomes for children

Children's learning and development needs are generally understood well by staff. Through their regular observations, discussions with parents and interactions with children, staff know each child's interests, learning styles and next steps. In the main, staff's assessments of children's progress are sound and in some cases thorough, and parents appreciate regular opportunities to talk to staff about their child's activities. However, there are some inconsistencies because not all staff are confident to accurately identify children's physical development or their skills in problem solving, reasoning and numeracy. In practice, all areas of children's learning are effectively fostered by staff so children develop good skills for the future and progress well. Activities are fun and rewarding and children of all ages enjoy a good balance of free choice and adult-initiated experiences.

Children are purposeful and focussed. They know when it is appropriate to sit quietly, they listen attentively and contribute enthusiastically to discussions. Children readily express their views and feelings and confidently make choices. They become increasingly independent in eating, for instance, during a babies' and younger toddlers' picnic-style snack time. Older children confidently see to their personal care and hygiene and get dressed for outdoor play. They are well behaved, taking turns, being kind and polite and playing cooperatively. They learn respect for each other's differing backgrounds and abilities and enjoy opportunities to take part in fundraising and to take part in activities linked to festivals. Children become increasingly confident and articulate speakers as staff interact well with them and encourage their clear speech and vocabulary. Children love books and are captivated by the staff's expert story telling, listening well and readily recalling key features of the plot. Children think critically and confidently tackle number and other problems, for instance when toddlers and a member of staff complete simple puzzles. Young children learn about the passage of time as they prepare for tidying up and they enjoy discussing seasonal changes and the impact of the weather, for example, on what they wear during outside play. They garden, planting bulbs and seeds and enjoy harvesting and eating tomatoes they have grown. Children are imaginative. They enjoy dressing up and acting out roles. A group of children and a member of staff have a lot of fun as they talk about and act out going to school. They decide what to wear, how they will get there and what they need to take for lunch.

Babies and children thrive because they are well cared for. Staff understand each child's care, health, dietary and cultural needs because parents are encouraged to give detailed information about these aspects. Each child has prompt appropriate treatment from first aid qualified staff if they have an accident, become unwell or need medication. Clear records are maintained and parents are kept fully informed. Children develop a good understanding of how to lead a healthy lifestyle. They enjoy being physically active and playing outside. They make healthy choices about what to eat and drink and follow good hygiene routines. Children are kept safe as the premises are secure and free from hazards. They behave in ways that are safe for themselves and others and use tools, such as, scissors and apparatus correctly. Children take part in discussions and activities focussing on different aspects of safety, including taking part in emergency evacuation drills. In particular, children are confident and feel emotionally secure as a result of their positive, affectionate relationships with staff. However, weaknesses in staff deployment and in adults' awareness of key safeguarding procedures undermine the otherwise sound arrangements for children's safety.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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