

Little Men And Misses Day Nursery

645 Bristol Road South, Northfield, BIRMINGHAM, B31 2JS

Inspection date	15/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff plan and provide a variety of activities that raise children's awareness of the benefits of a healthy diet. Meals and snacks, provided by the nursery, are healthy and nutritious.
- Children participate in regular activities based around the performing arts and as a result, learn to express their emotions and display confidence and creativity.
- Staff are vigilant with regards to safety and the nursery is safe and secure. Consequently, children's welfare is protected.

It is not yet good because

- Accurate information is not consistently shared between nursery staff and parents about individual children's abilities, interests and needs. This reduces the ability of staff to accurately assess children's starting points, progress and plan their experiences effectively.
- A wide range of resources that encourage children to read and write for a purpose during imaginary play are not always available. As a result, children's learning potential is not fully enhanced.
- There is more scope to enhance children's learning and enjoyment by extending the resources and experiences available to them in the outdoor play areas.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and testimonials recorded on the internet.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager in the music and sensory room.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Little Men And Misses Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from several rooms within a large house in Northfield, Birmingham. There is a sensory and music room on the first floor, accessed by a flight of stairs. There is a ramp to the rear door of the premises and this allows wheelchair access to the ground floor. Children have access to a fully enclosed area for outdoor play.

The nursery is open from 7.30am to 6pm for 50 weeks of the year. Children come from the local and surrounding area, and the nursery has support from the local authority. There are currently 25 children attending who are in the early years age group. The nursery supports a number of children who speak English as an additional language.

The nursery employs seven members of childcare staff, including both owners. Of these, six hold appropriate early years qualifications. One of the owners holds Qualified Teacher Status. In addition, a member of catering staff is employed. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- help parents to more consistently share what they know about their children's developmental abilities when they start, and on an ongoing basis, and use this information to shape children's learning experiences
- improve the educational programme for literacy and mathematics by; resourcing role-play areas with more items that encourage children to read and write for a purpose.

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

- provide more opportunities for children to investigate and explore outdoors by; providing stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways, and increasing opportunities and resources that encourage children to investigate the natural world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and there are lots of smiles and laughter in the nursery. Staff demonstrate a sound knowledge of how children learn and develop. They plan and provide a suitable variety of experiences that interest and engage children. For example, older children participate in regular cookery activities; and through these, they learn about weight, measure and the changes that happen to the ingredients when they are mixed and cooked. In addition, staff use these experiences to talk to children about healthy eating and to alert them to issues around hygiene and safety. Babies benefit from the close and affectionate contact they receive from staff. They enjoy being held close and respond with interest to staff eye contact and communication. When placed near toys, babies experiment with their bodies and reach out to touch and grasp the various objects. As a result, their muscles develop and they learn to explore using all of their senses. Children of all ages enjoy play in the purpose built sensory and music room; there is a wealth of resources in this room that stimulate children's curiosity, imagination and senses. Consequently, children are making sound progress and are motivated to participate in experiences.

Staff are still getting to know children's individual needs and personalities. They regularly observe children during play and record some of what they see and hear in children's individual progress records. These records are available to parents and used to inform the progress summary that is provided to parents of children aged between two and three. Staff talk to parents about their child's progress and provide them with some ideas as to how they can support children's learning at home. However, parents are not always asked to share what they know about their children's learning and achievements when they start at nursery or on ongoing basis. Consequently, the ability of staff to accurately gauge children's starting points, assess progress and effectively plan children's learning experiences is reduced.

Children use the outdoor play areas on a daily basis. They enjoy a variety of experiences that include riding wheeled toys, building with large blocks and plenty of sand and water play. Staff describe how they, and children, have built dens outside and toasted marshmallows over tea lights. As a result, children have fun, learn to manage risk, and develop physical skills and confidence. Nonetheless, opportunities to teach children about nature, when outside, are not fully exploited. Also, children do not have access to many resources that are open-ended and can be used, moved and combined in a variety of ways. For example, there are no boxes, lengths of guttering or cardboard tubes for children to investigate and experiment with. Consequently, children's creativity and sense of exploration is hindered.

Children gain some of the skills that prepare them for future learning. For example, staff plan some group activities for pre-school children and these teach them to share and take turns in their play and conversation. Staff regularly read books to the children and by doing so develop children's listening skills and inspire their imagination. Children enjoy acting out familiar stories and staff encourage them to express their emotions and develop

vocabulary. Children who speak English as an additional language are supported by a range of strategies. For example, staff use gestures and visual aids to help communication and ask parents for key words in their children's home languages. Staff interact well with the children; they ask children lots of open-ended questions to extend their learning and encourage conversation. Staff listen carefully to children's responses and this shows them that their opinions are valued and respected.

Children happily engage in imaginary play based on their own experiences, for example, they pretend to visit the shops and talk about what they intend to buy. During the inspection, the role-play area was set up as a home and contained a range of resources to support children's play. For example, children were able to access a selection of dressing-up clothes and child-sized furniture. However, the role-play area is not always used effectively to promote children's literacy and numeracy skills. During the inspection children did not have access to many resources in this area that promote reading and writing for a purpose. For example, there were no notepads, calendars or recipe books in the role-play area; things that children might find in their kitchens at home.

The contribution of the early years provision to the well-being of children

Children are happy and confident. This is because staff are kind and caring and there is a warm and welcoming atmosphere in the nursery. The environment is bright and cheerful, and displays of children's work enhance the nursery and add to children's self-esteem. Each child is assigned a key person who helps them settle and maintains regular two-way communication with their parents. Parents know the identity of their child's key person and a partnership between home and nursery is being developed. The nursery baby room is newly opened and several babies have recently started at the setting. Staff in the baby room have obtained clear information from parents about their requirements, and babies' home routines, and individual needs. In respect of older children, staff talk to their parents and record some information about their preferences and home routines. Consequently, staff are suitably informed to provide consistent and supportive care for children.

Children demonstrate a developing awareness of their own and others' safety. For example, a three-year-old child remarks that a chair, placed near to a step leading from one room to another, is in the way and might cause someone to fall. Staff follow sound practices and procedures to support children's health. They implement appropriate personal hygiene routines, such as hand washing prior to meals, and children receive healthy meals and snacks. Children learn about the benefits of healthy diet through everyday discussion and planned activities. They talk about different foods and identify those that they consider are 'good choices' and those that are 'sometimes choices'. Furthermore, children learn about the importance of good dental hygiene as staff teach them to brush their teeth correctly. All areas of the nursery are clean and hygienic, and staff preparing food have received appropriate food safety training. Children receive plenty of fresh air and exercise and this contributes to their health and well-being. All children access the outdoors on a daily basis and this means that they experience fresh air and have opportunities to expend energy. Outdoor areas are secure and ultra-violet protective sheeting, covering some outdoor spaces, offers children some protection from the sun and

inclement weather.

Children develop some of the skills necessary for future life. They form friendships with their peers and staff provide experiences that require children's cooperation and communication. Children gain self-esteem and independence as they have a go at putting on their coats and shoes ready for outdoor play. Some children use the toilet with confidence, and staff offer sensitive support and advice to parents who are starting to toilet train their children. Children are taught to blow their noses, when necessary, and know that they must dispose of used tissues appropriately. As a result, children help to prevent the spread of germs. Furthermore, staff promote children's freedom of choice by ensuring that suitable selection of age-appropriate toys and equipment is easily accessible to them.

On the whole, children behave well. They display good manners and know that they must take turns in their play. Nursery rules are pictorially displayed and children are regularly reminded of staff expectations for their behaviour. Staff are kind and considerate and provide children with positive role models to follow. They encourage children to express their feelings and to consider the impact of their actions on the feelings and well-being of others. Children are motivated to cooperate because staff promptly praise their good behaviour, effort and achievements.

The effectiveness of the leadership and management of the early years provision

The nursery owners show a sound understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Children are suitably safeguarded and protected because staff have a sound knowledge of safeguarding procedures. Staff have received relevant training and know the correct procedures to be followed should they have any child protection concerns. They confidently describe some of the potential signs and symptoms of abuse and the nursery's safeguarding policy includes required information. Furthermore, children are supervised well and only released into the care of authorised individuals.

All documentation, to ensure the safe and efficient management of the nursery, is in place and appropriately maintained. Written policies and procedures suitably support practice and these are shared with staff and parents. Staff conduct regular risk assessments to ensure children's safety. The nursery premises and equipment are visually checked, on a daily basis, and a range of safety precautions are in place. For example, a safety gate prevents children from accessing the first floor of the premises unsupervised and fire safety equipment is suitably maintained. Robust procedures ensure staff suitability and new staff participate in a thorough induction process. Consequently, all adults working in the setting are appropriately skilled, informed and qualified to carry out their roles and responsibilities.

The owners of the nursery demonstrate ambition and enthusiasm. The manager, who is one of the nursery owners, is a visible presence in the nursery. She regularly monitors and

reviews experiences planned and provided for children. For example, she reviews planning and progress records and observes staff practice. In addition, she meets with staff, both as a team and individually, and provides some feedback on their performance. The manager shows a sound appreciation of the nursery's strengths and areas for improvement. She identifies that a particular strength of the nursery is the way that staff successfully promote children's confidence and self-esteem through the performing arts. The manager recognises that the nursery is still in the process of embedding and refining practice and has started to consider some priorities for improvement. For example, she and her business partner are keen to improve the provision for outdoor play, and to enhance staff knowledge and understanding of relevant subjects. The manager provides some in-house training for her staff and the deputy is working towards a relevant foundation degree. Most staff have a current first-aid certificate and several staff are trained in delivering the performing arts to children. Since opening, management have made several improvements to the service offered to children and their families. For example, the nursery no longer uses outside caterers; a cook is now employed who provides healthier options for children at snack and meal times. This means that children's health and their understanding of the benefits of healthy eating is better promoted. The owners openly welcome advice and support from other professionals and staff are encouraged to share their views to contribute to the self-evaluation process.

Management and the staff team are well aware of the benefits of working in partnership with parents and other professionals. They recognise that these help to provide a quality service, support children's transitions and promote consistency of care. The manager has visited several other settings to gain ideas and share examples of best practice. Links have been forged with some local schools. Relationships with parents are open and friendly and staff provide parents with daily verbal feedback about their children's progress and welfare. In addition, noticeboards, newsletters and a website provide parents with some information about events and experiences provided and planned for their children. This means that parents are better placed to support their children's learning at home and in the nursery. Parents interviewed during the inspection expressed their satisfaction with the care their children receive at the nursery. One parent commented that, 'you could not ask for nicer people' and another remarked on how happy their child was to attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY456572
Local authority	Birmingham
Inspection number	913510
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	25
Name of provider	Little Stars Educational Services Limited
Date of previous inspection	not applicable
Telephone number	07853235027

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

