

# Little People's Learning Academy

10-12 Wakeman Street, WORCESTER, WR3 8BQ

<b>Inspection date</b>	12/07/2013
Previous inspection date	30/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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

- Children are happy and enjoy attending this welcoming nursery. They settle well and follow a familiar routine. This helps them form secure attachments with practitioners and develop a sense of belonging. Children enjoy each other's company and play well together.
- Children make good progress in their learning and development. They are supported by caring and experienced practitioners who know how children learn and plan activities based on children's interests.
- Children are supported to move onto nursery and school as they are introduced sensitively to the transition and develop the necessary skills to help them embrace new experiences as they move forward in their learning.

### It is not yet good because

- Practitioners' understanding of how to implement appropriate strategies regarding children's behaviour is not fully consistent to ensure children's well-being is promoted effectively.
- The baby room is not organised as well as it could be to ensure children are provided with stimulating and accessible resources and quiet and cosy places to play to enrich their play and learning opportunities.
- The focus on self-evaluation to inform the nursery priorities and set challenging targets to secure continuous improvement is not fully embraced.

## 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 in all playrooms, the outside area and lunchtime in the main playroom.
- The inspector held meetings with the owner and manager of the provision, and talked to practitioners and children during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the nursery and a range of policies and procedures.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jacqueline Nation

## Full Report

### Information about the setting

Little People's Learning Academy was registered in 2008 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is owned by a private provider. It is situated in the Barbourne area of Worcester and operates from a converted community building. All children share access to a fully enclosed outdoor play area. The nursery employs 10 members of childcare staff, eight of whom hold early years qualifications at level 3. There is one member of staff who holds a qualification at level 4, and a member of staff who holds a qualification at level 2. 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. There are currently 50 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

### What the setting needs to do to improve further

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

- develop practitioners' knowledge and understanding of how to respond to changes in children's behaviour in an appropriate way to ensure their well-being, and promote their self-esteem and confidence.

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

- enhance the organisation of the baby room to enrich the play and learning experiences, by making sure stimulating resources are accessible, and children have quiet and cosy places to play
- devise and implement a thorough self-evaluation process, which strengthens links between identified priorities and plans for improvement that support children's achievements over time.

## Inspection judgements

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

Children are content and settled in the nursery. They enjoy attending, and receive a warm welcome from practitioners on arrival. Children enjoy the company of each other and play

well together, particularly in the outdoor area where older children use their imagination well. They make up their own games and talk about 'going for a ride in a helicopter to the park'. Practitioners have a secure knowledge and understanding across all areas of learning. They plan a balance of adult-led and child-initiated activities which children enjoy.

Practitioners use their observations to plan children's individual next steps in their learning based on their interests and ideas. Children are supported by practitioners who know them well, and promote learning through play. Practitioners support children in developing characteristics of effective learners. They interact well with the children, and ask them questions to promote their language and thinking skills. For example, as children take part in a 'floating and sinking' activity, practitioners ask the children to predict what will happen next. They introduce vocabulary, such as 'porous' and children respond well providing their own commentary about what's happening to their object, such as 'it's floating like a boat'. Practitioners use a wide range of mathematical language during the activity and highlight the rhyming words children use. This shows that the quality of teaching and learning is good and, as a result, children make good progress in their learning.

Older children benefit from good access to the outdoor area and younger children have opportunities to play outdoors each day. Children enjoy a range of activities outdoors; they play in sand, listen to stories and make marks using paint and chalk. Children talk about making 'sand cakes' and practitioners emphasise the link between letters and sounds during play. Younger children like using different brushes to make marks using water on the patio and they enjoy an impromptu music session, using cymbals, shakers and tambourines. Children develop skills in expressive art and design with resources available for drawing, cutting and sticking.

Babies and younger children have space to move around to encourage their coordination and movement. They like to investigate using a range of natural materials, shredded paper and sensory bottles. However, the baby room is not organised as well as it could be to fully enrich younger children's play and learning. This is because of the way resources are stored around the periphery of the room, and the lack of quiet and cosy places for children to play. Children are beginning to find a voice and discover new words, as they look at books and sing songs. Children's personal, social and emotional development is appropriately fostered. Most children are confident to express their views and make their needs known. They use good manners, help tidy away toys and learn to take turns. This helps prepare them for their next stage of learning, such as moving onto school.

Children are supported in understanding diversity, and become aware of different celebrations and festivals throughout the year. Children go on walks in the local area, and like to visit the canal to feed the ducks. Equality of opportunity is promoted and this ensures all children and families are valued and respected. The nursery has developed strategies to support children who have English as an additional language. Children and practitioners eagerly share their knowledge by counting to ten in Polish. This helps children to feel valued and secure.

Practitioners work in partnership with parents to benefit children. They gather information about children's starting points in their learning, this helps them to plan for children's

learning, and they record information about children's individual needs. This helps the key person to be knowledgeable about children's interests and play preferences. Parents have the opportunity to talk to practitioners at arrival and collection times. They are encouraged to contribute to their child's learning journey records and share their observations from home.

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

Children enjoy their time at this welcoming nursery. Practitioners are kind and support children to settle and feel secure. A familiar daily routine provides children with reassurance about what will happen next. This helps children to develop a sense of belonging and security. Children's individual health, physical and dietary needs are effectively met. These are well documented and understood by the practitioners' team. A healthy lifestyle is encouraged and children keep active through good opportunities to play outdoors. All children are provided with healthy snacks, such as carrot, cucumber and bread sticks, and enjoy nutritious meals which are freshly cooked each day.

Appropriate transition arrangements are in place when children move from the baby room into the main playroom. Younger children can see into the other playroom and see the children playing and practitioners who work in the room. Links have been established with local schools and some teachers visit the nursery to observe children during play. This helps to ease the transition for children when they move onto the next phase in their learning and development.

The key person system works well and all practitioners are focussed on ensuring children's personal, social and emotional development is fostered appropriately. They build positive relationships with parents and exchange information each day about their child's achievements. Children learn skills that will help them in the future. For example, children develop positive relationships with their peers, help to tidy away toys and become independent in their personal care. Older children learn to listen carefully to each other during group times and younger children learn about sharing toys and taking turns. However, strategies for managing some children's challenging behaviour are not always managed effectively, to fully promote their well-being.

Parents spoken to at the time of the inspection particularly like the welcoming family feel to the nursery, the daily feedback using the internet and the progress their children are making. They also comment on the very friendly and caring practitioners' team and are pleased with what the nursery has achieved with their children. Practitioners support children who have special educational needs and/or disabilities. They work with parents and other professionals and follow individual educational plans based on children's needs. This helps practitioners to provide additional support following the advice received to ensure children make the best possible progress during their time at the nursery.

The nursery takes appropriate steps to manage or eliminate risks to children by conducting risk assessments and daily safety checks. Children learn how to keep themselves safe through discussions about safety before going on an outing and they are involved in the emergency evacuation procedures. Practitioners use a resource pack

provided by the local fire station to help children learn about safety, through role play and listening to stories.

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

Safeguarding procedures are secure and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. The safeguarding policy is shared with parents at the admission stage to ensure they are aware of the nurseries role in protecting children. The procedures include how the nursery manages the safe use of mobile phones and cameras to ensure children's welfare. Appropriate checks are in place for all practitioners to confirm their suitability to work with children. Practitioners are deployed effectively; they are vigilant and supervise the children well. There are effective systems in place to record children's hours of attendance and to demonstrate how adult to child ratios are met. Parents are advised about the procedures for administering medication and are fully informed about any accidents involving their child. All documents are stored to ensure confidentiality.

Suitable systems are in place for the induction of new practitioners, supervision and appraisal meetings. Practitioners have opportunities to complete training and some take the lead as designated person for a number of aspects of practice in the nursery, for example, safeguarding, special educational needs and behaviour management. However, this inspection took place due to a concern raised about the strategies used for managing challenging behaviour for some children in the nursery. The management team have reviewed their practice, particularly for those children with identified special educational needs. However, a discussion with the provider/manager during the inspection highlighted some lack of understanding and awareness of appropriate ways of handling children's behaviour to ensure behaviour is managed in a consistent way to promote children's well-being and self-esteem.

The provider/manager monitors the effectiveness of the educational programme to ensure children are provided with a broad range of experiences to help them make the best possible progress. She demonstrates a commitment to improvement and is working with the local authority and external audits to achieve this. However, the self-evaluation to inform the nursery priorities and set challenging targets to secure continuous improvement is not yet fully in place.

Partnerships with parents work well. Parent meetings are organised twice a year to give them an opportunity to talk to the nursery manager and their child's key person. A summary report is provided to parents covering all areas of learning and this gives them an overview of the progress their children are making. Practitioners have a clear understanding about the benefits to children by working in partnership with other providers, local schools, external agencies and professionals.

Overall, practitioners create an environment that is welcoming and secure, where children learn through play and have fun. Children leaving the setting to go to school are given a warm send-off; practitioners as well as children sing their 'Goodbye song'. Children have

developed many skills during their time at nursery to help them move forward to their next stage of learning.

### **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

<b>Unique reference number</b>	EY371898
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	926663
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Gillian Sheila Adshead
<b>Date of previous inspection</b>	30/10/2012
<b>Telephone number</b>	01905 330 144

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## 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.

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