

Little Ozzies Limited

S S OSMUND AND ANDREWS RC PRIMARY SCHOOL, Falkirk Drive, Bolton, BL2 6NW

Inspection date

Previous inspection date

23/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Children benefit from a stimulating, well-resourced learning environment. Practitioners provide a wealth of interesting activities that effectively support all areas of learning. This means that children make good progress given their starting points and are well prepared for their transition into school.
- Practitioners work effectively as a team to meet the individual and group needs of the children. Consequently, children benefit from secure attachments that promote their emotional well-being.
- Partnerships with parents and other professionals are strong. This means that all children, including those with special educational needs and/or disabilities, make good progress in their learning and development given their starting points.
- Leadership and management is strong, effective systems inform the setting's priorities for improvement and are used to set challenging targets.

It is not yet outstanding because

- Practitioners do not always fully consider the importance of developing fine muscle control in preparation for early writing. This means that their expectations in relation to children's ability to form recognisable letters are occasionally too high.
- Planned learning is occasionally overly adult-led and at times, practitioners intervene too quickly. This limits opportunities particularly for children aged from two to three years to pursue their own interests and learn by leading their own play.

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 the three main playrooms, the quiet room and the outside learning environment.
- The inspector held meetings with the manager and spoke to practitioners and children within the setting at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.
- The inspector also observed activities in the out of school club and spoke to the manager of the out of school club.

Inspector

Vickie Halliwell

Full report

Information about the setting

Little Ozzies Community Nursery has operated since 2010 and was registered under its current ownership of Little Ozzies Limited in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a designated portable building within the grounds of SS Osmund and Andrews RC Primary School, in the Brightmet area of Bolton, Greater Manchester and has use of some school facilities. The nursery provides services for children attending full- or part-time. The nursery works in partnership with the maintained school nursery provision on site and also provides wrap around out of school provision within the school. It serves the local area and is accessible to all children from birth to 11 years. There is a fully enclosed area available for outdoor play.

The nursery and out of school club opens Monday to Friday, all year round, except for a week at Christmas and public holidays. The out of school club opens from 7.30am until 8.45am and again from 3.30pm until 6pm during term time and from 7.30am until 6pm during school holidays. There are currently 37 children attending the out of school club who are in the early years age group. The nursery opens from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. A designated nursery manager is employed who holds Qualified Teacher Status. She is supported by a team of 21 childcare practitioners, of whom 18 hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2.

What the setting needs to do to improve further

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

- enhance the educational programme by reviewing the balance of adult-led and child-initiated activities, so that children have greater opportunities to learn by leading their own play

- enhance the educational programme by providing greater opportunities for children to develop their hand muscles and finger control in preparation for early writing before encouraging children to write words.

Inspection judgements

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

Children throughout the nursery benefit from a good quality educational programme that effectively promotes their learning in all areas. Individual base areas are well presented and provide continuous opportunities for children to explore a stimulating learning environment. Consequently, children are active and inquisitive learners who purposefully explore the continuous provision and embrace new experiences. For example, children's interest is ignited when they realise they are able to mix new colours as they paint. The quality of teaching is good and each area of learning is successfully promoted through a good balance of indoor and outdoor experiences. Children also learn through a mix of adult-led and child-initiated activities. However, planned learning is at times overly adult-led, particularly for children aged two years and for some children who have only recently turned three years in the pre-school. This means that practitioners do not always make best use of opportunities to build on children's interests or encourage children to learn by leading their own play. Practitioners have high expectations for all children, they provide a wide range of interesting and challenging experiences and high levels of support. Consequently, all children make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Children's communication and language development is given a high priority. Several practitioners have completed specialist training to help them support children's communication and social interaction. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Small group activities are well used to develop children's listening and attention and their understanding and speech. This means that children are making good progress in their communication and language development, given their starting points. Many older children talk enthusiastically about their experiences in the nursery and explain which stories they learn about. Practitioners continuously extend children's vocabulary as they play, for example, introducing new words as they enjoy sensory play and encouraging them to describe the different textures. Children benefit from a print rich environment and are learning that print carries meaning. Older more able children confidently experiment with writing, for example, during role play. However, practitioners do not always place enough emphasis on the importance of developing fine muscle control or stimulating children's interest in the written word in preparation for early writing. As a result, some young three-year-olds show little interest and struggle when they are encouraged to form recognisable letters to trace over written words. Provision for children to make good progress in mathematics is firmly embedded throughout the nursery. Consequently, children routinely and spontaneously use mathematical language as they play. For example, they confidently make comparisons about size and shape during their play.

Topics are well used and the excellent range of play materials that are continuously available, provide very good opportunities for children to revisit activities and consolidate what they have learnt. For example, older pre-school children re-tell extracts from the story of Goldilocks and the Three Bears as they play with the porridge oats. They confidently sequence small, medium and large objects, while younger children make links to baby and daddy bear and they identify big and small objects. Practitioners routinely complete observations and assess children's progress, consequently, they have a good knowledge of children's capabilities and plan effectively for their future learning. Parents are encouraged to share details of their child's capabilities at admission and provide an ongoing overview of child's interests and achievements via the home nursery diary. The

nursery values parents contributions and are currently exploring additional ways to further improve the information obtained. Parents are well informed about children's progress, including their progress check at age two years. In addition, practitioners provide details of activities, which can be used at home to support and complement children's learning. Children with special educational needs and/or disabilities are very well supported and the nursery works closely with parents and external agencies, to ensure children receive the support they need.

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

Children's emotional well-being is effectively promoted throughout the nursery. A key person system ensures all children, especially children under one year of age benefit from strong attachments, this provides a strong foundation for their general well-being. The caring and supportive environment helps children to feel safe and secure. Settling-in sessions are used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, practitioners know individual children well and they benefit from consistent care. Transitions throughout the nursery are well managed. Practitioners discuss children's impending move into a new area and provide numerous opportunities for children to visit. The open plan arrangement means children are reassured by a presence of familiar practitioners as they move up into the next area.

Relationships are a key strength and the relatively small team work very closely to ensure continuity of care within the nursery. They are positive role models who cultivate a caring, supportive and respectful culture within the setting. Older children who are settled within the nursery, display a strong sense of belonging. Consequently, pre-school children confidently explore a well-presented and accessible learning environment. Children's personal, social and emotional development is particularly well fostered. This promotes children's confidence and their enthusiasm for learning. This helps ensure children are well prepared for their transition into school. Children are well supported by practitioners who help them achieve personal independence. Consequently, children under two years, feed themselves with increasing skill and drink from cups without lids at mealtimes; while older children toilet themselves and put on their own coats. Effective strategies are consistently implemented to manage challenging behaviour. Consequently, all children, including those with social and emotional difficulties, are learning the importance of socially acceptable behaviour. They listen and respond positively to simple explanations and reasoning and are learning to take turns and share resources with their peers.

Children's physical health and well-being is well promoted by practitioners, who encourage children to be physically active both indoors and outdoors. The outdoor learning environment provides valuable opportunities for all children to be physically active and practise and refine their physical skills. Consequently, children steer and manoeuvre tricycles and scooters with increasing skill and coordination. Large group games are well used and planned activities, such as dancing, help children explore and experiment with different ways of moving. Children are developing a good understanding of the importance of a healthy lifestyle. A good range of healthy snacks and well-balanced and nutritious meals are provided, which encourage children to make healthy choices. Fresh drinking

water is continually available and pre-school children, in particular, are encouraged to consider and recognise their own needs, for example, helping themselves to water when thirsty. Children are routinely learning how to keep themselves safe because practitioners provide clear and consistent explanations to raise their awareness.

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

Well-established systems are in place to ensure all the requirements of the Early Years Foundation Stage are well known and effectively met throughout the nursery. Policies and procedures are routinely reviewed and clear induction processes ensure they are well known by all practitioners. Arrangements for safeguarding are strong. Rigorous vetting and recruitment procedures ensure practitioners are suitable to work with young children. Practitioners are fully aware of the setting's whistle blowing policy and the importance of raising any concerns with the manager. Regular training and clear policies ensure they are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Appropriate risk assessments ensure children's safety within the setting.

The manager is a highly skilled practitioner who works directly with the children and leads by positive example. The manager and her team work together harmoniously and effectively meet the group and individual needs of the children. The small and close working relationship means that practitioners are continuously monitored. This helps ensure consistency in their practice and children's care. The manager rigorously monitors the quality of the educational programme, the implementation of planned learning and its impact on children's progress. This ensures any gaps in the educational provision are identified and addressed and any children falling behind their peers or below their expected achievements are quickly identified. Consequently, all children benefit from a broad range of activities and experiences. This helps them to make good progress towards the early learning goals given their starting points.

Self-evaluation is effectively used to identify priorities for improvement that are used to set challenging targets; particularly in relation to improving the outdoor learning environment and the current premises. Systems to monitor and manage practitioners' performance are effective. A programme of professional development is implemented to help unqualified practitioners complete nationally recognised qualifications and to help qualified practitioners attain higher level qualifications. In addition, all practitioners benefit from a strong commitment to their continuous professional development as they access a good range of relevant training courses to further improve their knowledge, understanding and practice. Partnership working is very strong. Well-established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported. Excellent partnership working with the onsite school ensures children, who attend both the nursery and the maintained school nursery, move seamlessly between the two settings. Mutually respectful relationships are evident between parents and practitioners. Parents spoken to during the inspection are very happy with the care their children receive and comment specifically on how well they are informed about what their child is 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467456
Local authority	Bolton
Inspection number	928671
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	104
Name of provider	Little Ozzies Limited
Date of previous inspection	not applicable
Telephone number	01204331928

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

