

# Little People Nursery

Boney Hay Primary School, Chorley Road, BURNTWOOD, Staffordshire, WS7 2PF

## Inspection date

Previous inspection date

28/04/2014

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

- Staff help to capture children's interests and imaginations so they become fully engaged in their learning. This means that children are keen and enthusiastic learners.
- Accurate observations and assessments help to clearly identify the next steps in children's learning, which ensures they continue to make good progress in their learning and development.
- Children thrive in the welcoming, nurturing environment provided by staff and strong attachment relationships enable children to feel secure and confident. This helps prepare them well for the next stage in learning.
- All staff have a good understanding of their responsibilities with regard to the safeguarding and welfare requirements. As a result, children are safe and their welfare is promoted.
- The manager and staff are actively involved in the identification of the nursery's strengths and areas for further development. They are passionate about what they do and continually drive for improvement, which successfully provides high standards of care and learning for all children.

### It is not yet outstanding because

- The nursery has not yet developed a highly successful system to regularly share all children's progress with parents, that best helps to promote continuity in their learning and development.

## 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 and the outside learning environment.  
The inspector checked evidence of suitability and qualifications of practitioners
- working with children, the provider's self-evaluation and action plan for improvement.
- The inspector took account of the views of children and parents spoken to on the day.  
The inspector held meetings with the manager of the provision and had discussions
- with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation which included the safeguarding policy, children's learning and assessment records and the planning of activities.

## Inspector

Kim Barker

## Full report

### Information about the setting

Little People Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the premises of Boney Hay Primary School and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff, including the manager. Of these, 11 hold appropriate early years qualifications at level 2 and 3. In addition, the manager has a Qualified Teacher Status and two members of staff have a foundation degree in Early Childhood Studies. The nursery opens Monday to Friday from 7.30am until 5.30pm, term time only. Children attend for a variety of sessions. There are currently 77 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- embed management systems to make better use of staff's good assessments of children's progress, for example, by continuing to develop strategies that involves and engages parents in their children's learning that happens in the setting and at home, to ensure they make the best possible progress in their learning and development.

## Inspection judgements

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

All staff have a very good understanding of the Early Years Foundation Stage and use their knowledge to skilfully plan activities that are purposeful and developmentally appropriate to promote children's learning. The nursery collects valuable information about children's interests, likes and dislikes from parents during the settling-in period and uses this information alongside their own initial observations to plan a broad range of adult-led and child-initiated activities. As a result, children are motivated to learn through play. Staff make useful observations of children's learning and development and key people collect this information in individual development files. Effective and clear systems for evidencing and tracking children's learning show that the setting has a comprehensive understanding of individual children's learning needs. Identified gaps or strengths in children's development are recognised and acknowledged in planning for individual needs. Children working within higher age ranges are appropriately challenged for their age and stage of development through the extension of activities. For example, children looking at flowers growing in a raised plant bed are skilfully supported by staff. They use the characteristics

of effective teaching to support children's curiosity and enhance their learning, by using a tape measure to find out how tall the flowers have grown. The children then put them in height order. This promotes children's understanding of the world, their mathematical and communication and language development. Staff help children to further develop their own ideas as they encourage their curiosity. They plant seeds and discuss what the seed needs to help it grow. The nursery is aware of the requirement to provide parents with a progress check at age two and completes and shares this when necessary. However, the systems for sharing all children's progress are not fully embedded into practice. Not all parents are fully involved in effective communication with the nursery. Staff can then not always share or discuss children's individual progress with parents, so they too have opportunities to extend their child's learning when they return home. As a result, there is scope to extend the opportunities to complement and enhance the learning of all children.

Teaching is consistently good and some is outstanding. This results in frequent opportunities to support children's learning and development through purposeful interaction that promotes children's communication skills and their personal, social and emotional development. For example, staff are skilled in allowing children time to answer open-ended questions, as they investigate how pasta feels when it is added to the sand tray. Children actively contribute to the conversation, paying attention to what others say and respond appropriately. As a result, children's self-confidence in speaking and listening is fully supported. Younger children enjoy choosing their favourite rhyme or song based upon an imaginative selection of props provided by the staff. As they join in and follow the actions during this singing activity, they delight in the interaction. As a result, children's physical, personal, social and emotional development and language skills are reinforced by these purposeful interactions. Staff are passionate and fully committed to providing an interesting and stimulating environment that motivates children so that they make as much progress as they can. Consequently, they are well prepared for the next stage in their learning.

Children are supported in gaining an understanding of the world. They are effectively encouraged to recall what they have learned about 'space'. They use props to confidently share what they know about day and night, the seasons and that it takes the earth a year to move around the sun. Children have access to a wide range of resources, both inside and outdoors that cover the seven areas of learning. The well-organised environment and staff's positive attitude ensures they are engaged in good levels of challenge appropriate to children's age and stage of development. This results in children who are enthused and interested in their own learning. Staff ensure that children have the opportunity to see print in their environment and this includes other languages spoken by children and their families. Recognition of languages other people speak is further promoted by staff. For example, during registration, children are encouraged to respond to their name by saying 'hello', in Japanese. Promoting children's self-confidence in speaking and listening. The nursery is aware of the procedures to access specialist support for children with special educational needs and/or disabilities. They work excellently in partnership with other professionals, in order to help children make good progress given their starting points and capabilities. For example, children make rapid and continual improvement in their language development through the effective joint working. As a result, children are able to be more involved and engaged in all nursery activities. Parents describe the support for

their children as 'fabulous'.

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

The nursery's settling-in procedures means the move between home and nursery is a positive experience. For example, staff use 'All about me' information to find out children's interests, likes and dislikes, in order to plan appropriately for their transition. Children's well-being is enthusiastically supported through an organisational key person system that is well-embedded across the whole of the nursery. The manager places a high priority on effective staff deployment. As a result, children benefit from close interactions with familiar adults. For example, as children arrive at nursery a little upset following the Easter holiday, they are sensitively comforted and expertly encouraged to take part in nursery activities. This results in strong attachments that support children's personal, social and emotional development. Children use a familiar adult as a secure base from which to explore the environment. This enhances their sense of belonging; children are confident to explore and investigate their surroundings and make best possible progress. For example, as children move between indoor and outdoor spaces, they 'check in' with their key person for reassurance and affirmation.

Children are taught about the importance of leading a healthy lifestyle. They have open access to the outdoor area at times throughout the day, which ensures they get fresh air and exercise and develop their physical skills. For example, children can explain that exercise makes their hearts beat faster as they prepare to take part in a musical movement session outside. Children are provided with water throughout the day so they do not get thirsty. The nursery's healthy snack is imaginatively organised for the older children and effectively promotes their self-confidence and independence. For example, two children are given the responsibility to act as servers, others bring coins to the counter which they exchange for a drink and snack. They distinguish between milk and water offered in different coloured cups. This is a very sociable time and as children sit with their friends, their speaking and listening skills are actively promoted. Parents provide a healthy packed lunch for their child and the nursery stores these safely. Children are supported to behave well as staff provide them with clear and consistent boundaries. The garden is organised well to support children in taking developmentally appropriate risks, as vigorous activities take place in a separate area equipped with safety surfacing. For example, younger children watch as a group of children expertly slide down the fireman's pole. Highly skilled staff respond appropriately, encouraging children to wait and make sure they are holding on tight with two hands before sliding down. They benefit from receiving continuous praise and encouragement from staff for their efforts and achievements. This develops children's self-confidence and self-awareness.

Children learn about keeping safe as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency. The manager involves them in assessing the risk associated with the play equipment in the garden. They understand how to keep safe indoors as staff reinforce safe practices, such as transporting resources around the environment safely. Staff successfully encourage children to look after themselves. For example, children have access to tissues to wipe their noses, learn to put

their rubbish in the bin and independently wash their hands, as staff encourage washing away the germs. Staff promote children's independence, especially in relation to the older children who will be going to school. The nursery has a very good relationship with the on site school and liaises with other local schools to promote smooth transitions for children going to primary school. They share important information and encourage visits to the setting to break down communication barriers and make children feel more comfortable about the move to school. Children also regularly visit the school on the premises to attend assemblies and take part in physical play in the school hall. As well as developing their skills, this introduces them to the school environment and prepares them well for their move into the Reception class for children moving onto this school. Transitions between rooms are sensitively considered. The shared outdoor play area, means that all adults are familiar to all children. Settling-in sessions in their new room ensures children are provided with time and support to adjust to their new environment. Information is shared between key people and this allows the new key person to gain a clear understanding of children's individual learning needs.

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

The provider fully understands and fulfils their role and responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. All policies and procedures are appropriately kept and the nursery has an effective system in place for reviewing each one. They provide a set of policies for new parents to take home, so that they have time to read and understand them fully. All staff have a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are effectively protected while in their care. All staff attend relevant safeguarding training and the deputy manager is the designated safeguarding person. There is good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Visitors are required to sign the visitors' book and wear a badge while in the nursery, which further safeguards children.

The nursery's processes for monitoring practice and self-evaluation highlights strengths and areas for improvement. For example, staff have reflected that they have difficulty in engaging some parents in effective communication and the manager has devised an action plan that includes the opinions of staff. The manager monitors staff performance through supervision, an annual appraisal system and staff meetings. As a result, staff feel well supported in their professional development and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through attending training courses. For example, the manager uses a cycle of peer observation and supervision to identify and discuss staff's professional development needs. As a result, there are more opportunities for regular reflection of practice that has a positive effect on the outcomes for children.

Relationships with parents are supported through daily handovers that include information

about what their child has done during their day. Communication with parents is further encouraged through the use of a 'home to nursery' book. However, staff and parents comment that it is not always used effectively. Parents are happy with the nursery and comment positively. There are appropriate procedures in place to provide parents with a progress check at age two and they complete and share this where necessary. However, systems for sharing all children's progress are not fully embedded into practice. Staff do not always share or discuss children's individual progress with parents, so they too, have opportunities to extend their child's learning when they return home. As a result, there are less opportunities to complement and extend children's learning through effective communication. Support for children with special educational needs and/or disabilities is expertly provided by staff, who liaise with parents and other professionals, developing strong partnerships. This contributes significantly to children meeting their full potential. The nursery has strong relationships with other local settings and schools. This results in effective communication when children attend more than one provision, which enables them to work together to support children's learning. The provider makes very good use of professional support networks as a regular source of peer support and encouragement. As a result, she has more opportunities for regular reflection of her practice that has a positive impact on the learning outcomes for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY468360
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	936910
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Little People Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07974676553

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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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