

Little People Nursery

1a Silver Street, Newton Hill, WAKEFIELD, West Yorkshire, WF1 2HZ

Inspection date

Previous inspection date

05/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children with special educational needs and/or disabilities are supported well because effective, professional partnerships are established.
- Observations and assessments ensure that children's interests and next steps are identified and information is used to inform educational programs that help children to make steady progress across all areas of learning.
- Children develop independence because they make decisions about their health and self-care and this helps to prepare them for school.

It is not yet good because

- Evaluation of practice does not identify all areas for improvement. As a result, practitioner's knowledge of children's learning and development is not always used effectively when implementing activities. Therefore, staff practice does not support good progress for children in all areas of learning.
- Deployment of staff is not effective enough to ensure that children are always adequately supervised and their needs suitably met. As a result, not all children are able to fully enjoy their time in the nursery because their needs and interests are not always supported effectively.
- Children's safety and well-being is not maintained at all times because risk assessments are not always applied in practice, therefore, not all hazards are identified and addressed.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spoke with the manager and registered provider.
- The inspector observed children throughout the day and asked practitioners questions.
- The inspector conducted a joint observation with the manager.
 - The inspector looked at relevant documentation, including children's learning journeys, policies and procedures, self-evaluation form and evidence of practitioners suitability.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Little People Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Newton Hill area of Wakefield. The nursery serves the local area and is accessible to all children. It

operates from seven rooms including a bathroom and kitchen, in a purpose-built building and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. The manager holds an appropriate early years qualification at level 6 and all other staff have appropriate qualifications at level 3 and above.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- increase practitioner's knowledge and understanding of the Early Years Foundation Stage learning and development requirements, to ensure they can apply that knowledge effectively when implementing activities, for all children
- review policies and procedures for maintaining the health and safety of children and staff in the nursery, with particular regard to risk assessments, to ensure that they identify all hazards and are implemented effectively
- improve the deployment of staff to ensure children are adequately supervised and that their individual needs are met at all times.

Inspection judgements

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

Early years practitioners have enough knowledge of the progress children should be making in learning and development, to ensure that that progress across the seven areas of learning is identified efficiently. Observations and assessments, when completed, identify children's interests and next steps and practitioners use them to inform planning. In most cases, individual planning targets areas for development, such as communication and language in two-year-olds. However, despite detailed planning and training in educational programmes, such as 'Every Child a Talker', practitioners do not apply their knowledge effectively in the implementation of planned activities. For example, the

inspector observed a child with a dummy in their mouth, taking part in a song and rhyme activity, which was planned to support communication and language. This means that not all children are being effectively supported in making good progress across all areas of learning.

Children's learning journey records indicate that 'narrowing the gap' strategies that include additional, professional support for children with special educational needs and/or disabilities, are having a positive impact on learning and development. The majority of children enjoy independent child-led play, as they begin to develop their own group activities, which are influenced by their interests. However, independent play is not always adequately supervised. For example, when children start to run around and climb on furniture during superhero play, those trying to use building blocks on the floor are prevented from doing so. As a result, other children in the nursery who are not involved in the game, are not always able to enjoy their chosen activities.

Information about the Early Years Foundation Stage learning and development requirements is overall, effectively shared with parents, which means that they have a sufficient understanding of the nursery's responsibilities, in order to make informed decisions about the quality of learning provided by the nursery. Through the use of an ideas tree, parents are involved in planning for children's next steps. This means that parent's knowledge about children's experiences at home, is being used sufficiently to support children's learning and development. The nursery has begun to share information with parents about how they can support their children's learning at home and through planned information evenings, parents will be able to contribute to their children's learning journeys.

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

Children who are settled in the nursery demonstrate that they feel safe and are happy, when appropriately supervised, as they explore and investigate resources independently. Practitioners are appropriate role models, prompting children to say 'please' and 'thank you'. Children are developing suitable peer relationships with their chosen friends, demonstrating behaviour which is kind as they share, take turns and invite each other to join in play. When adequate supervision is in place, they are generally well-behaved because clear boundaries for behaviour are established, helping children to develop an appropriate understanding of right and wrong.

The nursery has a key person structure in place and although good in theory, it is not always effective in practice. For example, a key person who is supporting a child through transition from the baby room to the toddler room is on holiday. Other practitioners in the nursery do not have enough knowledge about the child's needs or interests and as a result, good levels of support are not in place. This means that in some instances, children's individual learning needs and their need for social and emotional support during transitions, are not sufficiently met.

The nursery obtains information from parents about children's likes and dislikes and their

individual care routines. Through effective hygiene routines, children are developing a good understanding of self-care. Even the youngest children are encouraged to make decisions about the clothes they wear to go outside and they learn how to dress and undress competently. Nutritious, home-cooked meals, drinks and snacks are available and children help themselves as they begin to understand how to keep themselves healthy. Good relationships with other professionals, such as those at the local children's centre, ensure that information that promotes the health and well-being of the most vulnerable children is shared.

Good safety measures ensure that children are kept safe most of the time. Fluorescent jackets and the use of a 'Walkodile' ensure that children are kept safe during outings. The environment, toys and equipment are kept clean. Risk assessments are in place and previous records show action taken to address hazards. However, they are not implemented effectively in practice within the nursery and hazards are not always identified. For example, during free play, toys are scattered on the floor and not tidied away. As a result, children and staff trip over discarded objects and children fall frequently. This means that their safety and well-being is not maintained at all times.

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

Regular evaluations of the nursery provision, which involve the nursery's stakeholders, support planning for future development and sustainability. Frequent staff meetings ensure their views are taken into account when planning future provision. The management team have started to use staff appraisals to ensure training is selected that supports children with special educational needs in the nursery, such as Makaton and behaviour management. Practitioners have enough knowledge of the progress children should be making in learning and development and with additional training from the local authority and the children's centre lead teacher, they have developed an appropriate understanding of how to use observations and assessments to plan for learning. However, the monitoring of staff in practice has not identified that they do not fully understand how to use their knowledge when implementing activities. As a result, they are not able to apply that knowledge effectively enough to drive improvement in the educational programmes for children.

The manager has an appropriate knowledge of her responsibilities under the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. Safer recruitment procedures are implemented well and induction programmes mean that new staff have a good understanding of the policies and procedures of the setting, particularly with regard to safety and welfare. Accidents and incidents are recorded appropriately. Numbers of staff ensure that ratios are maintained in accordance with the legal requirements, but the deployment of staff is inefficient at times in ensuring children are adequately supervised and their needs suitably met. For example, after lunchtime most of the staff are involved in tidying up, which leaves one member of staff supervising children's play in the toddler room. Because of this, children's behaviour is not always sufficiently managed and this has a negative impact on other children in the nursery,

which means not all children are able to fully enjoy their time in the nursery.

The nursery has positive relationships with parents and information about children's time with them is conveyed through daily discussion and shared activities that children can complete at home, such as learning new rhymes for the following week. New initiatives mean that parents are beginning to be involved in planning for children's learning and development. For example, events, such as information evenings mean that parents are starting to be included in the evaluation of children's learning. Recording of children's developmental progress, such as the progress check at age two, is robust enough to present other providers with sufficient information to ensure children receive appropriate intervention and support.

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. 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	EY447882
Local authority	Wakefield
Inspection number	802830
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	45
Name of provider	Little People Nursery
Date of previous inspection	Not applicable
Telephone number	01924 823261

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 that are usually their 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

