

# Little People Nursery

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



## Inspection date

31 May 2016

Previous inspection date

5 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team and staff have successfully addressed the areas for improvement set at the last inspection. They have made good use of the support of the local authority to evaluate and enhance their provision to benefit children.
- Staff are well qualified and have a good understanding of how children learn. They carry out detailed observations of children and monitor their development. Children make good progress and are well prepared for their move on to school.
- Staff are very good role models to children. They respond calmly and positively to children's social differences and help them to learn how to adapt their behaviour accordingly. Staff teach children to use good manners, share and be kind and polite to their friends.
- Children's emotional needs are met very well. Toddlers who need a little reassurance when their parents leave enjoy cuddles and are soon ready to play and learn.
- Parents are well informed about their children's progress. Staff provide parents with helpful ideas to support learning at home.
- The management team and staff have good working partnerships with schools that children will be moving on to. They share information to ensure continuation of children's learning and care.

### It is not yet outstanding because:

- Performance-management arrangements do not yet focus sharply on supporting all staff to raise the quality of teaching to the highest level.
- Staff organise a wide range of activities which children enjoy and become involved in. However, they do not always ensure that the activities are meticulously planned for children's developmental learning needs to help them make rapid progress.

## What the setting needs to do to improve further

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

- strengthen the arrangements for supporting the ongoing professional development of staff, to further enhance the already good quality of teaching children receive
- increase the focus on what children need to learn next and how they can challenge their own learning, to improve the potential for them to make more rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jane Tucker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend child protection training. The manager and staff have a good awareness of local safeguarding procedures. They know the importance of acting promptly on any concerns they may have about a child's welfare. The manager has thorough recruitment procedures. New staff are inducted well and ongoing suitability is regularly checked. Staff benefit from regular team meetings, supervisions and appraisals. Overall, the manager monitors staff's performance well. The manager tracks staff's assessments of children's development. She compares the progress of groups of children to help identify any patterns and gaps in learning. Staff are currently increasing opportunities for all children to enhance their early mathematical skills.

### Quality of teaching, learning and assessment is good

Staff interact skilfully with children and build on their current learning. They find inventive ways to teach children about their current interests. Staff mix white paint and water together, so that older children can act out their experiences of visiting dairy farmers. Staff introduce new words, such as udder, and older children begin to understand where milk comes from. Older children enjoy filling and emptying their cartons with the pretend milk. They learn language to describe measurement as staff ask them to predict how much liquid they have in their carton. Toddlers show their independent interest in books. Staff look for natural openings in toddlers' play and then join them at their physical level. Older children listen to stories attentively, asking questions about the characters in the book. Children's literacy skills are supported well.

### Personal development, behaviour and welfare are good

Children form very close bonds with staff. They show how they feel safe and secure as they confidently explore their environment. Children are provided with a large and inviting outdoor play area and staff promote their physical development well. Toddlers complete tasks with growing levels of independence. They squeal with delight as they get in and onto ride-on toys themselves. Staff effectively support children's understanding of being healthy throughout the day. Children manage their own personal care needs, relative to their age. They have nutritious meals prepared by the cook and enjoy the sociable occasion of sitting together. Staff invite older children to talk about food allergies and food that is good for them. This helps children to learn about a healthy diet, the needs of others and their differences.

### Outcomes for children are good

Children are learning new skills that will help them to prepare for their future learning. They make marks on paper and practise writing their name. Children move their body to songs they enjoy and copy actions they have observed. Toddlers' babbling sounds and use of single words in their play are highly encouraged. Children become confident communicators. Older children use technology for a purpose and are learning how to operate age-appropriate computer software. All children are making good progress from their starting points and are working within the typical range of development for their age.

## Setting details

<b>Unique reference number</b>	EY447882
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1028369
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Little People Nursery Partnership
<b>Registered person unique reference number</b>	RP531670
<b>Date of previous inspection</b>	5 December 2012
<b>Telephone number</b>	01924 823261

Little People Nursery was registered in 2012. The nursery employs 11 members of childcare staff. All hold appropriate early years qualifications at level 3 or above, except one member who is currently working towards a level 3 qualification. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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