

Little People Bramley

Inspection report for early years provision

Unique reference number	EY294763
Inspection date	16/04/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	McLaren Fields, Lower Town Street, Bramley, Leeds, West Yorkshire, LS13 3EN
Telephone number	0113 255 6394
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little People Day nursery opened in 2004. It operates from five rooms in a building, situated on the outskirts of Leeds. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30 to 18.00 for 51 weeks of the year.

A maximum of 81 children may attend the nursery at any one time and there are currently 93 children aged from three months to five years on roll, all of whom are within the early years foundation stage and of those children receive funding. Children attend from surrounding areas. The nursery supports children with learning difficulties/disabilities and those with English as a second language.

The nursery employs 23 members of staff, of which all including the manager hold appropriate early years qualifications and all members of staff are working towards further qualifications in childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are provided with a range of positive learning opportunities which enable them make good progress and there are good inclusive practices in place. Their individual needs are recognised and valued by the staff who are well informed of the children's capabilities through sensitive observations. However, children's starting points and next steps are not fully recorded. There is a very strong and positive partnership with parents and other agencies. Health and safety arrangements are managed effectively in most areas. Staff work well together to identify areas which need to be improved and to build on the good practice in place.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all fire drill records are kept on site
- ensure all baby pull along toys are safe for them to play with
- continue to develop systems to help identify children's starting points, progress and plans for their next steps in learning.

The leadership and management of the early years provision

Staff and management have made positive improvements in developing the care and learning provided for the children, including meeting all the recommendations from the last inspection. They are monitoring their practice and confident in identifying areas to improve and to build on their strengths. All staff are committed to ongoing development and furthering their qualifications. For example, staff attend in-house and external training in safeguarding, key person training, positive

behaviour, Early Years Foundation Stage training, recognising abuse with enthusiasm and staff are also completing Foundation degree and level four in childcare qualifications. This forms the basis of their self-evaluation process, which includes parents, carers and the children. The nursery has implemented a key person system and this is working effectively for all children.

Children are safeguarded well, as the nursery ensures cleared persons care for children and unauthorised persons do not have unsupervised access. The nursery has good safety procedures in place, along with a written policy, in most areas. For example, entrance to the nursery is secure through an intercom release system, and the checking of identification and signing in of any visitors. However, the records of fire drill practices are not kept on site and some toys in the baby area pose a safety element to them with the long pull along strings. The nursery has well written risk assessments that include all areas of the building both indoors, outdoors and on each type of outing undertaken by the nursery. Staff do risk assessments daily and these are recorded appropriately along with the recording of risk assessments of any accidents that the children have.

There are very good links established with parents and carers, through informative notice board, key person information, regular newsletters, questionnaires, open evenings, informative and accessible profiles and also working in depth with families from different cultural backgrounds. For example, the nursery have employed staff from different cultural backgrounds to help with communication with both parents and children. The nursery has strong links with other providers, such as the local schools, reception classes through regular meetings and other support agencies working with the children who have additional needs. This promotes a shared approach to children's ongoing learning and care needs and their transition into school.

The quality and standards of the early years provision

Children of all ages make good progress towards the early learning goals as staff in all of the children's rooms plan interesting and well-resourced activities that take into account individual children's interests and current learning needs. For example, two year olds develop their mark making skills using individual blackboards and drawing with the chalks, whilst the four to five year olds write their names and measure with rulers. Pre-school children develop self-confidence and independence through being helpers and preparing the snack. For example, children cut up peppers and celery ready for mid afternoon snack. Children freely access the outdoor area, where they take turns on the see saw, balance on beams and play together well with the rugby ball, being encouraged to share the balls. Babies are able to access all toys and activities, they play with shape sorters, activity centres, lots of treasure baskets with saucepan lids, cones and babies also enjoy making sand castles with staff interaction. Staff interaction throughout the nursery is very good and children are encouraged to play independently as well as supported by staff. For example, older children play with the electronic bee bop know which buttons to press for forward, backwards and to make it proceed along the road mat and the children are praised by staff when they are correct. All children sing well together, they problem solve when singing five little chicks and

deduct with their fingers down to one little chick. Staff talk to children about colours and shapes while they are drawing and younger children paint enthusiastically, holding the paint brushes confidently and they recognise big and small circles and are able to recognise various colours. For example, two year olds knew the colours blue, red and green and confidently painted circles with the paint brush.

Staff are flexible and have good planning and this is adapted and followed throughout to all ages and stages of development. For example, the Easter theme is celebrated through all of the ages, older children did Easter bonnet parade, children made Easter cards and all children joined in a Easter egg hunt. Children's profiles are detailed and cover all areas of learning. However, the recording of information relating to children's starting points and next steps are limited. All profiles are easily accessible to parents and they are encouraged to take them home and also to contribute to them if they wish to.

Children learn about healthy lifestyles. All children clean their teeth after lunch each day and even the babies are encouraged to use their own toothbrush and this is carried on throughout the child's stay at nursery. They enjoy healthy meals and snacks with varied and interesting menus that provide a mix of healthy options and children's favourites. Children are encouraged to drink plenty of fluids and all children have their own individual cups and beakers. The younger children recognise their own cup as it has a photograph displayed on it and older children's cups are recognised by having their name displayed. Babies' welfare needs are well met as their individual needs are catered for and they can sleep when they need and are also fed according to their parents wishes.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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