

# Little People At The Limes

Berry Lane, Longridge, PRESTON, PR3 3JA

<b>Inspection date</b>	30/06/2014
Previous inspection date	06/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 enjoy their time at the nursery where their individual needs are well met and valued, including those children with special educational needs and/or disabilities.
- Children make good progress because staff interact well with them, extending their learning and encouraging them to think and work things out for themselves.
- Leadership and management is good. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are well safeguarded.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and well met. This means all children are fully included and have a positive attitude towards learning.

### It is not yet outstanding because

- Opportunities to further develop children's independence skills and understanding of good hygiene practices through daily routines are sometimes not fully exploited.

## 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.

## Inspection activities

- The inspector observed activities and children at play throughout the session.
- The inspector spoke with children and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.  
The inspector looked at the self-evaluation processes, policies and procedures, and
- ensured appropriate suitability checks are in place for the safe and efficient running of the nursery.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Shore

## Full report

### Information about the setting

Little People At The Limes was registered in 2012 on the Early Years Register. It is situated in a converted Victorian house in the Longridge area of Preston, and is jointly managed by the owners. The nursery serves the local area and is accessible to all children. It operates from three base rooms and there are two enclosed areas available for outdoor play. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one manager/owner with Early Years Professional status and the other manager/owner who holds Qualified Teacher Status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 5.30pm, and later by arrangement. Children attend for a variety of sessions. There are currently 91 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- make the most of opportunities to develop children's independence and self-care skills even further through daily routines, for example, by teaching even very young children about hygiene as they begin to toilet train and by encouraging children to serve their own food.

## Inspection judgements

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

Teaching is good overall across the nursery. Staff have high expectations of the children. The management team and staff recognise that children learn through play and plan a range of exciting and challenging activities to appeal to children's interests and promote their learning. Staff exploit spontaneous teaching opportunities to extend children's good learning even further. They skilfully use open-ended questions to encourage children to think and reason, and give them time to respond fully. For example, as children draw, staff ask 'what can you tell me about your picture?' Staff use a combination of initial observations and information obtained from parents as a clear starting point on which to build children's learning. Planning is effective in providing a broad range of interesting daily activities based on children's individual learning needs and covers all seven areas of learning in depth. The key persons use accurate observations and tracking of children's development to ensure that they are working well towards the early learning goals in their preparation for starting school. Staff complete the required progress check for children aged between the ages of two and three years, and include in this the knowledge that parents share of their children's achievements. This ensures that any gaps or delays in children's learning are identified quickly and addressed early.

Story time is enjoyed by children individually or in small groups and according to children's age and stage of development. Staff use this time to effectively develop children's speech, understanding of the world, colour and numbers as they cuddle up together to share a book. Staff link the books to children's current interests and experiences, such as a favourite book character and the current display in the quiet area. This brings the book to life and reinforces children's learning. Children develop useful skills for the future as they use technology, such as computers. They have many opportunities to express themselves creatively because they have interesting resources readily available. Children's early writing skills are very well supported because they have opportunities to write for fun and form letters in sand. Children show increasing control of their body as they experiment with different ways of moving. For example, they balance, climb and slide. Children explore and investigate as staff encourage them to think and predict and then test out their own theories. They mix and scoop and cook in the mud kitchen and relax in the willow den.

Children with special educational needs and/or disabilities are particularly well supported and quickly develop trusting relationships with their key person and staff. Adults engage them in very carefully planned activities and effective, targeted strategies, which develop their skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all the activities. Parents receive clear and regular information about their children's progress and development, and good systems are in place which support them to be involved in their children's learning at home and at nursery. For example, parents are invited to open days and coffee mornings to discuss children's progress and to share ideas to support children's ongoing development. This builds continuity of care and learning, helping children develop the lifelong skills they need to be well prepared for the move on to school and beyond.

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

Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and families are very good. Children are happy and settled in nursery. They form secure attachments to staff, who work hard to provide a nurturing environment and relationships so children can feel secure to underpin their learning. This is facilitated through an effective key-person system, which allows children and families to develop these attachments and relationships further. This also contributes to children's positive emotional well-being. Parents are provided with valuable information about their individual key person and the role the key person plays in their child's learning journey. Staff gather a good range of useful information from parents about their children before they start and during the initial weeks. This enables them to get to know children and their families at the start of the placement. As a result, children make smooth moves between home and the nursery.

Children of all ages demonstrate good levels of confidence and self-esteem, and their behaviour is good. Staff are good role models as they treat each other and all children with respect and patience and provide consistent messages about right and wrong. Children learn to use the toilet independently and they know they need to wash their

hands after using the toilet in order to prevent the spread of infection. Hygiene is generally good throughout the nursery and children play and learn in a clean, safe environment. Children develop self-care skills as they begin to manage their own personal needs. However, very young children are not always encouraged to wash their hands as they are potty training. Children are well nourished because they enjoy healthy snacks where they select fruits and decide what they would like to eat. Meals are freshly prepared on site and are plated in the kitchen for children. This means that sometimes children do not always have the opportunities to practice their growing self-care and independence skills, because they are not able to serve themselves and make choices about their meals. Children's good health and their understanding of the importance of a healthy lifestyle are promoted as they go outside for play and exploration on a daily basis. This means children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions.

Children are supervised well at all times and this keeps them safe within the nursery. The good behaviour helps keep children safe as they pay attention, for example, when they are reminded to walk when they are inside, and are encouraged to assess the possible consequences of their behaviour. Children learn to assess risks and respond appropriately in an emergency. For instance, they practise the emergency evacuation routine regularly. The security of the premises also promotes the safety of children. For example, there is an effective entry process that ensures unfamiliar people are identified before gaining entry. The stimulating indoor environment is welcoming for children, with resources easily accessible. This promotes their confidence in making decisions and means they sustain their play activities for a period of time. This all contributes well to children being prepared for their next stage of learning. Effective links with the local schools and visits from teachers ease the move when the time comes.

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

The management team is fully aware of the procedures to follow and who to notify in the event of a safeguarding concern. They also take prompt and effective action in response to any incident to ensure all staff receive the skills and training they need to keep children safe. In a recent incident, three members of staff did not follow safeguarding procedures and delayed notification of a concern to the manager by three weeks. As a result, all staff have undertaken updated safeguarding training. The managers have addressed and reviewed all relevant policies and procedures during staff meetings, including the medication policy, which has been amended accordingly. Procedures for the administration of medicines require a member of the management team to present, to ensure children's well-being. At inspection, all staff demonstrate that they recognise and understand the signs and symptoms of abuse and are confident to make immediate reports if they have concerns about a child or a colleague's practice. All necessary safeguarding procedures are followed by staff and the documentation is in place, understood and completed to protect children's welfare. For example, accident records clearly detail the incident, injury and the treatment carried out before being shared with and signed by parents. Minor injuries and illnesses are managed very well by staff, who hold relevant first-aid certificates. Safe recruitment procedures are followed and staff

undergo a thorough induction and all have updated Disclosure and Barring Service checks. As a result, children are cared for by qualified, suitable staff. The management team has a thorough knowledge of procedures to follow in the event of an allegation against a member of staff. Children are effectively safeguarded through staff implementing the setting's clear policies and procedures, such as behaviour management and the use of mobile phones and cameras in the nursery. Risk assessments are conducted to ensure all areas used by children are safe and secure. Checks to all areas of the nursery further help to protect children's welfare.

The management and staff are committed to improving the quality of the provision and responded quickly and effectively to the recommendations raised at the last inspection. Team meetings are held regularly for staff to share good practice and new ideas, which benefits all children at the setting. This all contributes to the plans to continually improve the experience for children. The manager monitors children's learning and development files to ensure they are accurate and up to date and are being effectively used to assess children's progress. She has introduced appraisals and supervisions for all staff to identify staff's individual training needs.

Partnership working with parents and other professionals is a strength of the nursery. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs. This means parents are well informed about the welfare, learning and development needs of the children. Parents are complimentary about the nursery staff and refer to their friendliness and the fact they provide support and guidance for the family to even further promote children's learning and well-being. Staff communicate well with other professionals to ensure any special educational needs are met. As a result of these strong partnerships, children benefit from a consistent approach that meets their many varied needs and contributes to the good progress they make.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY439661
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	979760
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Little People At The Limes Limited
<b>Date of previous inspection</b>	06/07/2012
<b>Telephone number</b>	0

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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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