

# Little People's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	135319
<b>Inspection date</b>	17 July 2008
<b>Inspector</b>	Chris Banks
<b>Setting Address</b>	Wilkinson Scout Hut, Tile Kiln Lane, London, N13 6BY
<b>Telephone number</b>	0208 884 0773
<b>E-mail</b>	
<b>Registered person</b>	Georgina Jones & Karen Arden
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Little People's privately run nursery was registered in 1995. It is based in a scout hall in the N13 area of Enfield. The setting operates during term time and opening hours are from 09.00 to 11.30 and between 12.30 and 15.00. Children may attend a variety of sessions.

There are currently 52 children on roll. Of these, 45 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting may care for a maximum of 26 children at any one time.

A team of four staff work with the children, three of whom hold recognised qualifications in early years childcare. The nursery receives support from local authority advisory teachers and development officers.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in clean and suitably maintained surroundings. They are well protected from the risk of infection because staff have clear written procedures in place, which are effectively put into practice in most areas. Older children are familiar with hygiene routines, such as hand washing and receive patient support during toilet training. Arrangements for nappy changing are less well managed and should be reviewed as they are not particularly comfortable for children.

Prompt action is taken if a child becomes ill or has a minor accident at the nursery. All staff are fully trained in first aid and are also familiar with the early signs and symptoms of many childhood illnesses. A well developed sickness policy helps ensure children do not return to the group until they are completely well.

Each day during snack time children enjoy fresh fruit and the occasional biscuit. They recognise when they are thirsty and practise their independence skills as they learn to operate the new water cooler.

Physical play and exercise, forms an important part of children's everyday routines. During outdoor play, children enjoy the fresh air and have opportunities to develop their coordination and balancing skills by using wheeled toys and a small climbing frame. Older children show good spatial awareness and also enjoy the cooperative elements of playing parachute games.

Children are becoming confident in developing their fine motor skills. They enjoy activities which involve cutting, threading and using mark making materials.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are looked after in secure surroundings with suitable systems in place to help minimise any potential safety risks. Good routine safety procedures, such as regular fire drills, help protect children, with improved systems for recording the attendance of children, staff and visitors. This ensures accurate information is held should the building need to be evacuated for any reason.

Effective precautions are taken to ensure only those adults named and agreed in advance with staff are able to collect children. Where suitability may be in doubt, decisive action is taken to protect children. In the unlikely event a child becomes lost whilst in the care of the nursery there is now a clear written procedure for staff to follow.

Children are well supervised. They move around the large hall with confidence and easily access most play and learning resources. Older children are positively encouraged to think about how to keep themselves safe. They listen to stories about 'stranger danger' and also enjoy using various props and puppets to help develop road safety awareness.

Children are protected because key staff are suitably informed about their role and responsibility in safeguarding their welfare. Staff have recently attended updated training. They are clear about the process for monitoring, recording and reporting child protection concerns and are

now guided by up-to-date procedures. The role of Ofsted is understood and procedures include the action to take if any allegations are made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Space is suitably prepared in advance and despite some well worn aspects, is quite welcoming. Children are warmly greeted by staff and they eagerly join their friends. They quickly settle into activities and the atmosphere is relaxed and companionable. All children are encouraged to play a productive part in nursery routines and happily cooperate with staff when it is time to tidy away.

Staff know the children very well. They speak knowledgeably about their different personalities and traits and are familiar with their behaviour patterns. If children need support they are confident to approach staff and are given warm attention.

The home play area is very well used by all children. They confidently sequence the preparation, cooking and serving of imaginary meals and conclude the enjoyable activity by washing the dishes. Children also greatly enjoy outdoor play where imaginary play is extended as they take 'babies' out for a walk together and go shopping. Younger children engaging in water play are fascinated as they experiment with water pumps and funnels.

Indoor activities are reasonably varied, but opportunities for children of all ages to design and create are limited. Art and craft materials are not made freely available to children. As a consequence, they do not fully explore their creativity. All children greatly enjoy story times with staff, but outside of the adult-led activity, children do not often look at books independently.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children engage in a suitable range of activities and make steady progress towards reaching their early learning goals before they go to school. Staff demonstrate an adequate understanding of the curriculum guidance for the Foundation Stage and this enables them to plan some worthwhile activities for the children, who are lively and motivated to learn.

Systems for monitoring children's progress and planning for their future learning have improved. Most observation records are more detailed and clearly evidence children's progress. Some plans also indicate how staff intend to help them move on to their next steps, but this area needs further development. When older children leave the nursery, a detailed account of their all-round achievements is produced. This accompanies them to their new school.

Children play happily and comfortably alongside their friends and are learning to share and cooperate with each other. Younger children are beginning to understand about the concept of taking turns and older children enjoy collaborating on shared tasks. For example, they work well together during construction of a train track as they carefully link carriages and help attach the front engine. As children tidy away at the end of the session, older children assist younger less confident children, by showing them where resources are kept.

Older children recognise their name labels as they self-register on arrival and enjoy practising their early writing skills. They confidently label their own work and some also recognise letters of other children's names. Resources for mark making are, however, limited and confined to

one particular area. Opportunities for children to explore the world of information and new technology remains poor.

Simple calculation is built into children's everyday activities and routines. Staff encourage children to think about numbers and sequencing as they talk with them about what they are doing and incorporate simple maths into action songs. Children very much enjoy being part of a group and use good listening and concentration skills during circle time. They confidently mime various parts of the popular 'Three Little Pigs' story and older children can easily recall events leading up to the climax.

Children learn about shape, colour and texture during simple art and craft activities, but these are mostly adult initiated and led. Opportunities for children to design and create from their own imaginations are also limited. Children share their home experiences with staff and each other. Significant events, such as the arrival of a new sibling are remembered by staff who sensitively acknowledge the strong feelings this may generate in a young child.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and respected because staff have a good understanding of their individual needs and respond to them well. There is a commitment to providing an inclusive service. Children with disabilities and learning difficulties are well integrated, as are children who speak English as an additional language. They benefit from a good partnership, working with parents and outside agencies, which helps promote their overall welfare and development. Where appropriate, children also benefit from the input of specialist professionals such as speech and language therapists. Staff learn significant words of each child's home language, which are used to support and reassure new children. The settling-in process is gradual and well managed. Children cooperate well together and with patient staff intervention, new, younger children are learning to take turns and share.

A suitable range of anti-discriminatory toys and equipment help children learn about diverse communities and their involvement in celebrating other cultural festivals broadens their understanding of the wider world. Some boys enact their home experiences during role play and thoroughly enjoy sharing the imaginary activity of cooking Chinese and Indian foods. This helps foster children's overall spiritual, moral, social and cultural development.

Staff guide children's behaviour in a way that is consistent, but also sensitive to the circumstances of individual children. If older children become restless or distracted, more experienced staff successfully divert their attention to other activities. In general, children are well behaved. This is because they are familiar with staff and each other and are developing some close relationships.

Partnership with parents is good. All parents are made to feel welcome in the setting and every effort is made to ensure parents who speak English as an additional language are involved in the care of their child. Staff ensure they gather and record as much information as possible and are exploring different ways of communicating how children are progressing. If parents are unhappy about the service, there is a formal complaints procedure but this is not openly shared with them.

## **Organisation**

The organisation is satisfactory.

Leadership and management of the setting are satisfactory. Children are cared for in a welcoming environment by a suitably qualified and experienced staff team. Issues raised at the previous inspection have mostly been addressed. Some aspects of the overall curriculum, however, require further strengthening. Staff are well deployed and ratios meet requirements. All staff and student volunteers are checked for their suitability to work with children, but documentary proof in one case is not up-to-date. There is an improved understanding about the role of the regulator and the circumstances under which Ofsted must be contacted.

Record keeping systems have been strengthened with improved signing in and out arrangements for children, staff and visitors. Whilst the complaints procedure meets Ofsted requirements, it is not openly shared with parents.

Clear written policies and procedures relating to children's health, safety and overall welfare are effectively put into practice. The building is old and well worn but space is relatively comfortable and organised in a child-friendly way. Staff are effectively deployed and daily routines run smoothly.

Not all staff demonstrate a suitable understanding of the different frameworks used to promote children's learning and development. There is, however, a stated commitment to further develop skills and knowledge in this area.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Following the last inspection, the provider was required to strengthen certain procedures and improve record keeping arrangements.

There is now a procedure to follow in the unlikely event a child becomes lost and daily attendance records include children's time of arrival and departure. Arrangements for checking the suitability of staff who work with children have improved. Key staff have attended advanced child protection training and have updated procedures in line with requirements. The circumstances under which Ofsted must be contacted are now understood.

## **Nursery Education**

Systems for monitoring children's progress and planning for their future learning have improved. Most observation records are more detailed and clearly evidence children's progress. There remains a weakness in promoting reading as an activity and for children to experience new technology.

## **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure nappy changing arrangements are made more comfortable for children
- ensure the complaints procedure is openly shared with parents.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend opportunities for children to design and create (also applies to care)
- explores ways of encouraging children to enjoy looking at books independently (also applies to care)
- incorporate information, communication and technology activities into the overall curriculum

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