

Little People's Day Care Provisions

Inspection report for early years provision

Unique reference number EY363950
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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's Day Care Provision is run by Koala Childcare Ltd. It opened in 2007 and operates from one room in a purpose built building within the Edmonton Leisure Centre. It is situated in Edmonton in the London Borough Enfield. A maximum of 12 children may attend the nursery at any one time. The nursery is open each weekday from Monday to Friday, 08:00 to 19:00 for 52 weeks of the year. Access to the provision is via the ground floor of the leisure centre with access for people with a disability. There is no outdoor play area. Children have opportunities to use a soft play area and local parks.

There are currently 13 children aged two to under five years on roll. Of these, five receive funding for early education. Children come from a wide catchments area. The nursery supports children with speech learning difficulties and also supports children who speak English as an additional language.

The nursery employs three members of staff. Of these, all hold appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are generally well cared for and move around the nursery with confidence and enthusiasm. Adults plan their activities well and use the individual interests and abilities of each child to enable them to progress through the learning goals. However, the nursery do not always effectively promote the children's health as there are limited opportunities for outdoor play and children do not always receive healthy foods. Deployment of adults is not sufficient, consequently children are not safeguarded effectively in the case of an emergency and daily outdoor play cannot be offered. Children's health is therefore compromised and their individual physical and health needs not always met. The nursery is a small, unique and intimate space where children enjoy a warm and secure relationship with adults. Adults make some use of the local authority's training programme which supports continuous improvement within their childcare practice.

What steps need to be taken to improve provision further?

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

- ensure a written procedure that deals with concerns or complaints from parents and a system for recording complaints and their outcomes
- increase opportunities for older children to link sounds and letters, and use their phonic knowledge to recognise and write regular words
- ensure children are provided with meals, snacks and drinks that are healthy, balanced and nutritious while offering children opportunities to increase their decision making skills and independence
- increase opportunities on a daily basis for children to have access to the

outdoors incorporating planned activities that extend their development and learning

- provide three members of staff at all times to effectively safeguard children in the event of an emergency and outings
- ensure that all staff have completed current safeguarding children training

The leadership and management of the early years provision

Children feel secure at the nursery and close interaction indicates trusting relationships have been built. Resources are sufficiently organised and readily accessible, consequently children can make choices about what they wish to play with. Daily routines consider the children's individual needs and provide a mostly balanced day. However, there is limited space for large movements, exercise and fresh air. Key persons provide effective planning sheets which identify links to the Early Years Foundation Stage and possible lines for development. These are all accessible to parents, showing them what their children have been involved in during the day. This system also provides opportunities for parents to share information about their child at home, promoting consistency and strengthening partnerships with parents and carers.

Adults use their sound knowledge of child development, and experience of working with children, to ensure a child friendly environment where children are provided with interesting and enjoyable activities that promote their learning in most areas. Clear observations help the key persons to recognise the children's achievements and how to assist their progress by identifying their next steps.

The adults have an adequate knowledge of how to safeguard children in their care and ensure that relevant documentation relating to child protection, and important phone numbers, are easily accessible. However, current safeguarding children training for all key persons, has not been completed. In addition staffing levels are not effectively maintained at all times leaving children potentially unprotected should an emergency take place. A comprehensive risk assessment is regularly carried out. This enables adults to assess effectively the safety of the setting.

The quality and standards of the early years provision

Children are well supported in their learning and development as adults take time to gather information from parents and observations to establish their interests and abilities. The indoor learning environment adequately helps children to progress because it supports the children's interest and challenges them. For example, children enthusiastically explain how they measure their aeroplane race and record it on the large chart. Children actively learn to calculate and solve problems by using hands and feet to measure distance. Children interact and talk with others, speak clearly and show awareness of the listener. They sit and listen to the story and join in with songs that they are familiar with. They listen and respond with enjoyment adding their own songs and rhymes to the session. Opportunities to link sounds to letters and naming and sounding letters of the alphabet are fewer. Adults are less confident to use phonics, consequently

children's ability to link sounds with words is limited.

Adults take regular observations of the children and assess their ability and capabilities. Next steps are considered and plotted in the planning so children naturally progress through the learning goals. Children's special interests are used in order to increase the children's focus and enthusiasm. For example, a trip past a building site is incorporated into a building block, calculating and solving activity.

Children's good health and well-being is mostly promoted indoors. Children complete simple health tasks, such as using the bathroom to wash their hands after and before mealtimes and after toileting. Children know to use tissues appropriately and access them from the box. However, parents are not fully aware of the nursery's responsibility to provide the children with healthy foods, neither do the nursery provide the parents with advice and suggestion for healthy meals to bring. Consequently, children do not always have fresh vegetables or fruit for lunchtime. Children are offered chocolate biscuits for snack time with limited choices. In addition, children's opportunities to develop independence and decision making skills are unavailable at mealtimes and snack times. Adults serve the children for example, pre-pouring out the drinks and placing each biscuit on the plate for them.

Children are encouraged effectively to develop habits and behaviour appropriate to their own needs and those of others through circle time discussion and referring to the golden rules. For example, children call out their 'golden rules' and award stars for their good deeds. However, because of the limited space and infrequent access to outdoor spaces, older children's behaviour at times can become potentially challenging.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

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.