

# Wee Ones

Inspection report for early years provision

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<b>Unique reference number</b>	EY364321
<b>Inspection date</b>	19/11/2008
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<b>Type of setting</b>	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

Wee Ones is a privately owned day nursery which originally registered in 1992 and moved premises and re-registered in 2007. It operates from the ground floor and basement of a large detached Victorian house close to the centre of Battersea, in the London borough of Wandsworth. A fully enclosed outdoor area is available for outdoor play.

The nursery is registered to provide full day care for up to 72 children in the early years age group. There are currently 58 children aged from two to five years on roll who attend on a full and part time sessional basis. It is open each weekday from 08.30 to 18.00 term time only. There is an out of school and holiday provision, which is currently not in operation, however, no more than 20 children under the age of eight years may attend this at any one time. They support children with special educational needs and those who speak English as an additional language. There are 13 staff who work in the nursery school. Of these, seven staff members hold relevant childcare qualifications ranging from Montessori Diploma to the Early Years Foundation Degree. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

## Overall effectiveness of the early years provision

The nursery environment fully reflects the diversity of the children who attend, good priority is given to inclusion in general. For example, strong relationships exist between children and staff and there are secure partnerships with parents and other professionals. This helps staff to meet the majority of children's individual needs effectively, increasing children's propensity to learn and develop. Self-evaluation is completed and includes some plans for improvement.

## What steps need to be taken to improve provision further?

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

- ensure circle time arrangements for children based in the balcony room are appropriate and not too large to prevent active learning
- increase children's opportunities to access ICT and programmable resources
- ensure regular evaluative observations are completed on individual children in the garden room, and the next steps are identified and inform planning
- ensure fire drills are completed at regular intervals to develop children's understanding how to evacuate the premises in the event of an emergency
- ensure staff members hot drinks, during outdoor play do not pose a risk to children
- ensure the registration system clearly details individual children's hours of attendance

To fully meet the specific requirements of the EYFS, the registered person must:

- devise and implement an effective safeguarding children policy and procedure, which includes the procedure to be followed in the event of an allegation being made against a member of staff. (safeguarding and promoting children's welfare)

10/12/2008

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

The managers and staff team are generally focused on helping children to develop and achieve. The majority of the staff team hold appropriate early years qualifications, and staff complete short courses to improve and update their expertise. Some staff are adding to their qualifications by completing further training. As a result, children are cared for by adults with an up-to-date knowledge and understanding of the Early Years Foundation Stage. There are robust procedures in place to ensure all staff are suitable to work with children. Children are kept safe from visitors because of the procedures that are in place, such as use of the visitors' book, which monitors persons on the premises and ensures only vetted staff have unsupervised access to the children. Staff to children ratios are maintained and effective procedures are in place to cover staff absences, this is a positive benefit to the children as they play and learn. Regular meetings help most staff to plan the education programme and to discuss any issues. The manager has identified some areas for improvement, for example, children's access to ICT resources. The existing methods used to identify the setting's strengths and weaknesses are not fully effective. Documentation to support self-evaluation is not sufficiently evaluated or reviewed to ensure the setting's full potential for future improvement.

Staff enable children to develop independence with regard to personal care, in accordance with their age and stage of development. Their personal hygiene routines are suitably fostered, as staff give gentle reminders to wash their hands after using the toilet and to obtain tissues for their noses. The staff have an appropriate understanding of creating a safe and welcoming environment in which some risk is minimised and children are learning to take care of themselves. For example, at garden time children are taught how to go up and down the stairs safely when going out to play. However, the organisation of staff's hot drinks during outdoor play does pose a risk to children. The staff have a sufficient understanding of the categories and signs of child abuse and neglect, although some staff are less secure in their knowledge of who the named person for safeguarding is. Children's safety is further compromised because procedures to be followed in the event that an allegation is made against a staff member have not been devised and implemented. Staff have a clear understanding of healthy eating and children are offered a selection of snacks which include biscuits, bread and butter, and fresh fruit. Children who attended for the full day have access to a balanced, varied menu, and enjoy the social occasion of lunch time. Water is readily available in all rooms that children have access to, which enables them to manage their own thirst levels.

Staff talk to parents, when they drop off and collect their children, to ensure they are aware of the activities they have participated in. This is complemented with the use of written diaries, which are sent home daily. Planned parents' meetings throughout the year give parents additional opportunities to obtain information on their children's developments and share their views.

The majority of the required policies and procedures are in place and are updated as required. However, the current registration system does not detail times of children's attendance. Staff and parents are made aware of these policies through access to the parent handbook, which includes behaviour management, equal opportunities, and health and safety policies. Children's individual records are stored confidentially. Staff understand children's individual needs and preferences, they attend to children's needs effectively and with care. Partnerships with outside agencies, such as the Inclusion Officer and local authority Advisory Coordinator, are strong. They assist the nursery to ensure that an inclusive provision is maintained and that all children's needs are met.

## **The quality and standards of the early years provision**

The majority of children's learning and development is adequately supported. The nursery environment is planned well to enable children in both areas to easily access the good range of Montessori practical life resources and activities with ease. Most staff working with the children demonstrate a sound knowledge and understanding of the six areas of learning and the importance of moving children through the early learning goals. Staff plan activities based around themes, such as the life cycle of the egg, 'Me Myself and I', 'My Pets', 'Where I live', 'Autumn' and 'Hibernation'. Children's learning is encouraged through discussion, spontaneous explanations and questions as well as focused activities to extend their learning. However, the ineffective organisation of the large circle time in the balcony room prevents children from taking an active role in discussion and allows some children to be easily distracted. Staff who work with the older children regularly record children's attainments and this is fed into assessment profiles, although in the room where younger children are present this is less effective. The majority of staff plan an effective programme for learning, being clear about the next step the children are working towards. However, some profiles of younger children are not so detailed. Staff use practical methods to gain information from parents but this is not detailed enough to inform either the starting levels for children or used in the ongoing dialogue to inform the planning. This means that children are not fully supported to reach their full potential.

Children have daily opportunities for outside play, using a range of equipment, such as, a climbing frame and footballs, which promotes children's gross motor skills appropriately. Staff enable children to develop independence with regard to personal care, in accordance with their age and stage of development. Their personal hygiene routines are suitably fostered, as staff give gentle reminders to them to wash their hands after using the toilet and to obtain tissues for their noses. The staff create a safe environment in which children are learning to be independent. For example, at circle time they practise how to hold a chair safely when taking it from one place to another. Some older and more able children are able to recognise their names and through the use of the Jolly phonics are learning

the sounds of letters in their names and in the alphabet. They join in enthusiastically with songs, rhymes and stories. They have access to an appropriate range of books and show their delight as they look at books independently and listen to a range of interesting stories. Children in the garden room receive satisfactory support and encouragement from staff who sit in the book corner with them to enjoy books.

Children are learning positive attitudes about the world they live in as they celebrate festivals such as Easter, Diwali and Christmas. This increases their awareness of diversity and their understanding of others. This is complemented with them observing posters throughout the premises of people from various faiths, cultures and countries. Children are also able to access a reasonable variety of resources, for example dolls, puzzles, books, play people and disability figures. Staff use various methods to develop children's curiosity in the world around them. They are studying living things such as the life cycle of the egg, investigate mini beasts in the garden and plant and tend to a range of vegetables and plants on a daily basis.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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](http://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.

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.