

Little People of Fulham

Inspection report for early years provision

Unique reference number EY373235
Inspection date 06/11/2008
Inspector Linda Close

Setting address Little People of Fulham, 250a Lillie Road, LONDON, SW6
7PX
Telephone number 020 7386 0006
Email alison@littlepeople.co.uk
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 of Fulham is one of three nurseries run by Little People Nurseries Limited. It opened in 1997 and was re-registered in 2008 due to a change in the name of the company. The nursery is located in a converted church hall in Fulham in the London Borough of Hammersmith and Fulham. A maximum of 80 children under eight years may attend the nursery at any one time. Children between the age of five and under eight years attend the nursery during the school holidays. There are 52 children on roll in total and 46 children were present at the time of this inspection aged between eight months and four years. The nursery is open each weekday from 08:00 to 18:30 for 50 weeks of the year. All children share access to an enclosed outdoor play area. Children come from the local and wider community. The nursery currently supports children with learning difficulties and/or disabilities, and also supports several children who are learning English as an additional language. Access to the building is level and rooms for babies and younger toddlers are on the ground floor. Rooms for older toddlers and three and four year olds are on the upper floor which is reached by stairs. The nursery employs 18 staff and the majority of them, including the manager, hold appropriate early years qualifications. There are four members of staff who are working towards relevant qualifications. The nursery blends the Montessori method of teaching with the Early Years Foundation Stage based on learning through play. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The setting does not provide overnight care.

Overall effectiveness of the early years provision

Children are welcomed into a happy nursery environment. Patient, well informed staff take an interest in the particular needs of every child. Staff know the children well and they plan and provide worthwhile learning experiences that successfully help them move forward in their learning. Staff ensure that all children have equal access to every activity and they give effective support to the children who are learning English as an additional language. They ensure that any child who is experiencing difficulties in learning receives the support that they need. All members of the staff team are working together to maintain continuous improvement in the nursery's provision.

What steps need to be taken to improve provision further?

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

- monitor systems of observing and recording children's progress and identifying their next steps to ensure complete consistency in all rooms
- review and improve the condition of some of the furniture in the baby sleep room
- monitor the system of recording children's times of arrival and departure to ensure consistency in all rooms

The leadership and management of the early years provision

The manager and staff evaluate their work, contribute their ideas for improvement and waste no time in putting their good ideas into practice. The provider demonstrates a strong commitment to supporting staff in their professional development. Some staff are working towards vocational qualifications and some are involved in studies to degree level. They are gaining theoretical knowledge about how children learn which they apply in their work with the children to good effect.

Staff roles and responsibilities are well defined and the deployment of staff is good. Key workers note the progress of a group of children and they plan activities to help them move forward in their learning. However, monitoring of the work in the nursery has not identified that although most of the children's records of progress are well kept, a small number are not up-to-date. Established routines are followed throughout the day which ensures a smooth changeover from one activity to another and at the same time gives children a feeling of security in knowing what will happen next. Any staff absences are promptly covered by supernumerary staff working in the nursery or by staff brought in from sister settings. Parents sign children in and out of the nursery each day. Staff make a separate record in each room and most, but not all, are updated promptly when children arrive or leave.

Flexible settling in procedures mean that each child's needs are met. Staff and parents work closely together to devise, adjust and if necessary extend the settling in process so that children gain confidence and a feeling of security. Parents report that they are more than happy with the provision for their children and they find the manager and staff to be responsive and approachable. They commend the staff for their kindness towards the children and for their willingness to listen and respond if parents have any concerns. Staff liaison with parents, and the timely involvement of outside agencies, ensures that children's individual needs are met. Parents comment favourably on the quality of the information that the staff share with them about their child's progress.

All of the necessary policy and procedure documents are in place and the manager is systematically updating them to ensure that they reflect the requirements of the Early Years Foundation Stage framework. Notice boards in the foyer provide useful information for parents about staff roles, current affairs and future plans. Children are safeguarded well in the nursery. All staff are checked for suitability at the time of their employment. Safeguarding issues are discussed at staff meetings to remind staff to be vigilant. Staff know what signs or symptoms to look out for that suggest ill-treatment and what steps to take if they have concerns for the children's welfare.

The quality and standards of the early years provision

The youngest children play and learn in a clean, bright playroom which is warm, comfortably furnished and well resourced. Staff encourage them to explore their toys and resources and they note their responses, their progress and the next steps

in their learning. Staff working with the youngest children provide a good range of learning experiences. They help the children to enjoy lively music and handle a range of textured materials. Staff are thoughtful and intuitive in judging when it is the right time for children to move from the baby rooms to the toddler room next door. The children move up when the time is right for them and not according to their age. Children have the correct sized high chairs, low chairs and tables to enable them to sit in comfort for meals and play. Babies sleep under constant staff supervision, in a calm cot room which is dimly lit and quiet. A few of the cots are rather old and although not hazardous they are a little worn. Older members of this group, who do not wish to sleep at this time, enjoy quieter activities with the staff.

Older and younger toddlers, and the children in the Montessori group for three and four-year-olds, enjoy a wide range of worthwhile activities. A recent study of road safety has led to lively traffic games played outside in which children show that they know about stop and go signs and safe ways to cross the road. Road safety play, and reminders from staff to walk down stairs carefully, contribute to children's future ability to keep themselves safe. Following staff evaluation of their work a wider range of textured materials has been presented to the children for free exploration. Children handle and experiment with materials which include wet and dry sand, glue and craft materials, dough, bubbly water and noodles in the water tray. The children thoroughly enjoy their play and their discussions with staff reveal that they notice changes and their vocabulary is growing. For example, a child remarked that the noodles in the water were hard and now they are soft.

Children's health is well supported by the maintenance of good standards of hygiene. More than half of the staff are trained first aiders. Medicines and accidents are recorded correctly. Packets and boxes of formula feed for babies are clearly labelled. The cook prepares a good range of tasty, nourishing meals in a clean, orderly kitchen. The children eat their meals with obvious pleasure and some have second helpings before dessert. The cook carefully prepares meals for babies and for children with particular dietary needs. Discussions with staff about healthy eating and good hygiene support children's understanding of keeping healthy.

Children make choices and decisions in their play and they are enthusiastic learners. Staff plan and provide well planned activities that build on what the children know and can do. Record keeping is not consistent in all rooms but it is evident that staff know the children well. Staff are skilled in behaviour management. They model good manners and polite ways of speaking and they make good use of any minor disagreements to show children how to take turns and share favourite toys. Staff extend children's knowledge of other cultures through planning activities which include stories, music and celebrations associated with Eid, Christmas, Divali and Black History month.

Children are making good progress in developing their language, literacy and numeracy skills. Older children manage the computer mouse, keyboard and suitable software with growing confidence. Children's learning contributes to their future economic wellbeing.

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?	2
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

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

Since registration there have been no complaints made to Ofsted.

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.