

Little People of Willow Vale

Inspection report for early years provision

Unique reference number EY373822
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Inspector Martha Naa Ahimah Darkwah

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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 of Willow Vale Nursery is one of three nurseries run by Little People Nurseries Limited. It opened in 1976 and was re-registered in 2007 due to a change of company status. It operates from two rooms in a purpose built building in Shepherds Bush in the London borough of Hammersmith and Fulham.

The setting provides 30 places for children aged from two years to five years and it is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children over five years attend the nursery during the school holidays. The nursery is open each weekday from 07:30 to 18:30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from the local and wider community.

There are 44 children under five years on roll. The nursery currently supports children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language. The nursery employs seven staff, of these five staff including the manager hold appropriate early years qualifications and two members of staff are working towards a qualification. The nursery offers a mixture of the Montessori Method of teaching combined with the Early Years Foundation Stage. The nursery receives support from the Hammersmith and Fulham Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. All children make progress in their individual learning and development to a very high standard as staff members are diligent in ensuring they have excellent, up to date knowledge of the individual needs of children in their care. The provider takes effective steps to ensure that staff members continually promote every child's uniqueness in the care and education offered to foster rapid progress towards the early learning goals. The proprietor works closely with the manager and staff at the setting to self-evaluate and re-evaluate their work. This enables staff members to improve the quality of care and education they provide, continuously seeking ways to develop and improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home

The leadership and management of the early years provision

Every member of staff in the setting demonstrates a good understanding of the Early Years Foundation Stage (EYFS) and work effectively to ensure its successful implementation. The person in charge takes a lead role as a curriculum co-ordinator to ensure the continuous development of the education programme in the setting. Additionally, there are good systems in place to identify areas for development which involve staff, parents and outside agencies. There are excellent systems in place to delegate key roles and responsibilities to members of staff to help in their personal development and progress. These are closely monitored by effective internal and external systems to ensure they work well.

An effective key worker system ensures that regular sensitive observations are undertaken and staff members and these are used along with photographs and samples of children's work, to record children's progress. In addition, the children play and learn with the support of well deployed and caring staff members who take every opportunity to promote children's independence, free movement and use of a stimulating range of resources. The setting undertakes rigorous and effective risk assessments to ensure that children are safe and play in a hazard free environment; for example, floors and tables are cleaned between activities, all equipment and areas are regularly checked and levels of adult supervision ensure children's safety at all times.

Effective safeguarding policies are in place and are clearly understood by staff members, who implement them very well to protect children. Rigorous recruitment procedures are followed which ensures that all members of staff are checked for suitability at the time of their employment. Every member of staff has a set of policy and procedure documents including child protection and they all undergo regular refresher training to maintain their knowledge and understanding of how to keep children safe. A comprehensive vetting procedure ensures that all adults working with children are suitable to do so. Additionally, ongoing suitability of staff is monitored through effective appraisal systems which identifies individual training and development needs and address them. As a result, staff members are confident in the support they give all children in developing their learning journey through the early learning goals.

The setting is fully committed to working in partnership with parents and carers and building on existing processes to enhance the effectiveness of this partnership. Parents have comprehensive handbooks detailing all relevant aspects and policies and procedures. There are a number of useful opportunities for parents to share relevant information with staff to enable them to meet their children's individual needs. On going exchange of information between the parents and key workers ensures continuous contribution to assessments made on their child. Additionally, parents have opportunities to discuss their child's progress with their child's key worker. Parents are given comprehensive information and discussions on the early learning goals. However, the current systems for giving parents information on how they can be actively involved in supporting their children's learning at home and when out and about with them is to be further extended. Staff members,

parents and other professionals work well together to meet the needs of children.

The setting works well with parents and with the support of the local authority to ensure that when necessary, children gain additional support; for example, if children have specific special needs. The setting also uses advisory support effectively as it develops its implementation of the Early Years Foundation Stage and gradually develops most advantageous planning and assessment systems. The lead role of the person in charge who is the curriculum co-ordinator supports a successful development in this area.

The setting's self-evaluation is thorough and comprehensive and is seen as an ongoing exercise. Staff members are fully involved in the self-evaluation process to monitor the quality of care and education and successfully identify and address areas for development, for example, extending resources and materials that promote diversity and role play through the children's day in innovative ways. Through child initiated activities, children are enabled to find out how things work and have a fine measure of independence in their learning environment. A wash hand basin in the playroom enables children to wash their hands after messy play, when they come in from playing in the garden and before and after meals. Additionally, the proprietor is keen to ensure staff members keep abreast with current education and care by access to a range of higher level training and continuously seeking ways to develop and improve.

The quality and standards of the early years provision

Children make excellent progress in their learning. They are supported by staff members who have excellent knowledge and understanding of the early learning goals. This is because planning is understood by all members of staff as it is recorded in sufficient detail to ensure a consistent approach and develops each child's uniqueness. Staff members follow clear effective systems for planning, observation and assessments. Planning recognises individuality and is shared with parents. Sufficient information regarding children's achievements, interests and needs is used extremely well to support children to take the next steps in their learning and development. Individual action plans are developed extremely well around children's interests to cover all areas of learning.

The environment is very well planned to promote independence and encourage children to access resources from all areas of learning. The staff members support learning extremely well. Children enjoy planned purposeful play that gives them plenty of time for exploration, problem solving, being creative and make good sense of their world. Children enjoy the magic carpet game where they talk excitedly about a number of chosen items and guess when one has disappeared. Good clear displays of text, numbers and educational posters help children develop communication and literacy skills. For example, older children know the letters and syllables that make up their name and write or recognise them confidently. Children spend time in the well arranged book corner reading alone and sharing books with others or retelling the stories through the use of pictures. Children show respect for books and enjoy story time. They listen exceptionally well at story time to well chosen stories and staff are skilled storytellers.

Children's good health and well-being is promoted effectively by all staff members in the setting; for example, children have a growing understanding of healthy eating and lifestyles and how to keep themselves safe and healthy. For example, they benefit from frequent opportunities to play outdoors in the fresh air, alongside well organised activities that challenge and support their physical development. The setting is in the process of updating the playground to a more interesting landscaped one that is carefully designed to promote all areas of learning in a fun and explorative manner. Staff members encourage children to note the natural changes to the plants and vegetables they plant in the garden and the local farm. Selections of graphic photographs show children's excitement as they prepare fruits and vegetables and subsequently enjoy the fruit salad and soup they made.

The setting ensures that child-led activities are promoted for the majority of the time, which allows children to be independent, imaginative and very active in their own learning. Children's all round progress is very good; for example, they become confident speakers as they engage in conversations with each other and members of staff, they use a wide range of mark making equipment and see many examples of written language. Their understanding of numbers is enhanced through practical every day experiences. The setting ensures that all children make progress towards their early learning goals in relation to their starting points, including those with special needs or those who use English as an additional language.

Well planned activities include celebration of different festivals such as Christmas, Diwali, Halloween, and Chinese New Year. Children have access to a wide range of toys that promote positive images of diversity. As a result, children develop their knowledge and understanding of the world and its cultural and religious differences. Positive relationships exist between the staff members and the children. Family groupings in the playrooms allow older children to act as good role models for the younger ones.

The welfare of all children is extremely well promoted as the setting implements its policies and procedures consistently. Children play in a safe and secure environment and benefit from robust safeguarding arrangements. Appropriate fire detection and control equipment is in place and in excellent working order. Staff members understand their roles and responsibilities in the event of a fire and conduct evacuation drills which are in sufficient detail. There is comprehensive risk assessment of how children will be safeguarded when on outings, and when using the adjacent playground which is exclusively used by the setting. Additionally, written parental permission has been obtained for children to take part in outings.

The children really enjoy their time in the setting. They are making excellent progress in their learning and are increasingly independent and exercise appropriate amounts of control over their own behaviour. Children in the setting are well mannered, polite and courteous.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.

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.