

# Leo's Den Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY382828
<b>Inspection date</b>	24/06/2009
<b>Inspector</b>	Tom Radcliffe
<b>Setting address</b>	37 Law Street, LONDON, SE1 4DZ
<b>Telephone number</b>	02076200950
<b>Email</b>	capital.people@dial.pipex.com
<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 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

Leo's Den Nursery registered in 2009 and is privately owned. It operates from the ground floor of a converted building. It is located on a residential road in the area which is within the London Borough of Southwark. The nursery is registered to provide full day care for 32 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 07:00 to 18:30 for 51 weeks of the year. The nursery is close to local amenities with transport links. Children are accommodated in rooms for their age and have access to a secure garden area. There are also suitable toilet, office and kitchen facilities. The nursery employs four members of staff. Of these, all hold appropriate early years qualifications. Support and advice is given from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery has a very good understanding of the individuality of each child which ensures that their learning and welfare needs are given very good attention. Children thrive in a child friendly setting which is very well organised and resourced and in which children access a good range of interesting and challenging learning opportunities. The setting's positive relation with parents helps to ensure that children make good progress given their age, ability and starting points. The provider uses effective processes of self-evaluation which enables her to have an accurate understanding of the setting's strengths and weaknesses and so ensure that improvements take place.

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

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

- continue to implement and develop assessment arrangements to gain an understanding of the progress that children make towards Early Learning Goals.

## The leadership and management of the early years provision

The setting is managed safely, very efficiently and in the interests of all its users as all required policies and procedures are in place. The provider ensures that all working procedures are clear, well written and of a high standard and that all staff have a very good understanding of them. This ensures that children are safeguarded to an outstanding level as they learn and play in a very well managed environment. Risk assessments are highly effective and ensure that children play safely both indoors and outdoors. Staff support children very well as they play and show a very caring attitude towards them this allows children to be independent and make choices in a variety of contexts. Children's good health and well-being is of paramount importance at all times and is given an exceptionally high priority by

staff, for example, in cases of illness or minor injury. Children are also given many very good opportunities to understand and learn about themselves and others as they find out about the importance of personal hygiene, healthy life choices and about issues relating to health and safety.

The provider has a good understanding of the service that she provides through the use of effective processes of self-evaluation. Clear targets are in place to promote improvement and all staff are reflective in order to ensure that children achieve positive outcomes at all times. The provider uses any feed back that is obtained from parents to assist in any decisions that are made about the setting and its level of provision. In addition the provider ensures that staff training is both regular and effective which results in the setting delivering the Early Years Foundation Stage (EYFS) very effectively.

The setting has a good partnership with parents and carers. Parents have a very positive attitude towards the nursery and readily provided feedback in the form of questionnaires. They particularly value the contacts with key persons, the settling in procedures, the progress made by their children and the range of activities that children undertake while in the setting. The provider ensures that parents have regular access to all aspects of the setting both formal and informal and that they receive accurate development information about their children. In addition the setting ensures that parents act as partners in learning processes by providing relevant information which enables the setting to meet children's needs, for example, if children use English as an additional language.

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

Children are starting to make very good progress in the setting with the support of skilful staff who show a very good understanding of them as individuals. Children's independence is promoted well and the setting takes great care to ensure that their starting points are accurately ascertained. From these points staff use observations to gain an understanding of children's progress and they make appropriate decisions when planning their next steps in learning. Plans reflect all areas of learning and take into account children's prior learning and their particular likes and interests. Children interact very well with adults and staff respond very well to the choices that children make about what they want to do both indoors and in the excellent outdoor play area. As a result children play with a large range of purposeful resources and in groups of varying sizes. Children freely access books, use construction sets, paint and learn about worms when using digging areas outside. Adults also ensure that individual children gain valuable learning experiences through play as they engage children in conversations, take part in their role play games and offer guidance or advice. The good relationships throughout the setting help to ensure that children become engaged in activities for long periods of time this enhances their learning and builds on their skills of being able to concentrate. The harmonious atmosphere within the setting is characterised by numerous conversations, rich social activities and children sharing, taking turns and playing cooperatively. Staff manage the behaviour of children very well as they act as positive role models, use praise and set clear consistent boundaries that children follow and understand. As a result children help

each other, for example, at meal times and when playing together in complicated role play games or when contributing to activities. Children clearly enjoy their time which is very stimulating and attractive. All staff deliver the EYFS well and the setting is committed to children achieving the best possible outcomes. The provider intends to ensure that the assessment arrangements that are already in place are developed to ensure that staff have a clearer understanding of the progress that children towards early learning goals.

The setting arranges its indoor areas into age based rooms with each offering the full range of appropriate learning opportunities. There is a very good use of space and of resources, free flow is promoted and play is largely child initiated with timely adult intervention. Children's language skills are promoted through a large range of activities that includes the use of books and labels, mark making, conversations and role play activities. Children also learn about letters and sounds and show good levels of communication skills and understanding as they answer questions, share opinions and express choice. The setting uses very good first hand experiences to support children's learning, for example, children discovered about money while operating a car wash for their toy cars and about their diverse world through using other languages and looking at other cultures. Exploration is evident throughout the children's activities as they find out about shells, use magnifying glasses and learn about numbers by counting, weighing and problem solving. Children have access to computers and learn about everyday technology as they listen to music and use role play equipment. All children enjoy messy play facilities and access a range of well focussed creative experiences. Children's physical development is very catered for and children show a natural enthusiasm to playing outdoors with a range of equipment. All children make progress including those with special needs or those who use English as an additional language.

Children's welfare is promoted in an outstanding way by the setting who implements its policies and procedures effectively and consistently. Children are always safe, secure and very well safeguarded. They take part in enjoyable activities that allow them to be independent and make choices. Staff want children to achieve the best possible outcomes and allow them to develop an understanding of their own health and safety.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

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