

The Little Academy Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

The Little Academy Nursery registered in 2005 and has sole use of premises situated in the grounds of Hatch End School. The nursery is situated close to the Uxbridge Road in the London borough of Harrow. The setting serves families from the local community and a wide catchments area. Public transport links and local amenities are within walking distance.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the setting at any one time. There are currently 90 children on roll, of these 24 are in receipt of funding for education. Children have access to four separate base rooms, a communal area and toilet facilities. There is a secure outdoor area situated at the rear of the nursery.

The setting operates 51 weeks of the year closing for one week at Christmas time. Opening hours are from 7.30am to 6.30pm five days a week.

The setting employs 19 full-time and seven part-time members of staff. Of these, 17 staff hold appropriate early years qualifications; nine are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the nursery as they play and explore. Their individual needs are being well met because staff plan effectively for their learning and development. All children make good progress towards the early learning goals given their starting points. The management team are keen and able to make continuous improvements to the provision to benefit the children and their families.

What steps need to be taken to improve provision further?

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

- monitor the timescales more closely for following up references for staff
- strengthen the partnership with parents by finding out about children's learning away from the nursery.

The effectiveness of leadership and management of the early years provision

Staff are well deployed, which ensures that children's safety is monitored. Children are safeguarded because checks are carried out on all staff to make sure that there are no reasons why they should not be employed to work with children. However, the timescales for following up on references for some staff need closer

monitoring. Staff are secure in their knowledge of safeguarding issues and implement these effectively to ensure children's well-being is given priority. Staff carry out daily visual safety checks on the premises and written risk assessments are in place to ensure children are not exposed to hazards. All of the provision's policies and procedures are up-to-date and underpin the good practice carried out by staff. As a result, children are helped to feel safe and secure in their environment.

Children benefit from enthusiastic staff who keep up-to-date with current childcare practices through training opportunities and relationships they develop with other professionals. Two members of the staff team are currently undertaking professional status training. Staff are keen to drive improvements; they have identified how they want the nursery to progress and improve. They include discussions with parents to help them achieve this.

The provision promotes inclusive practice. All children make equally good progress because their individual needs and interests are taken in to account. This includes providing visual timetables, individual developmental plans and adjusting the nursery routine to meet the care needs of very young children. Children's awareness of the community is promoted by celebrating special events. Some of these celebrations include involving parents and using their in-depth knowledge of the events.

Partnerships with parents are good. Children's progress towards the early learning goals is consistently monitored and clearly recorded. At the inspection several parents said that they were very happy with the provision and that their children are progressing in all areas of their development. Parents are provided with a range of useful information about the setting and on the progress being made by their child. Parents in turn are asked to provide clear information about the children's care needs. Information gained from parents on children's learning is less comprehensive.

Partnerships with others to benefit the children is strong. Staff work alongside others to meet the needs of the children in the learning environment, for example, staff are currently working with the speech therapist to develop visual timetables. The staff work with the early years advisor to continually improve the provision for children's care and learning. Links are also established with some of the receiving schools.

The quality and standards of the early years provision and outcomes for children

Staff have a sound knowledge and understanding of the Early Years Foundation Stage framework. They plan a varied and interesting curriculum which is based on the individual learning and developmental needs of the children. The premises are well organised with children having independent access to wide range of interesting resources.

Children are secure in the environment and have developed trusting relationships

with the staff. There are secure systems in place to monitor children's progress whilst also supporting them to move onto their next steps in learning. Babies enjoy relaxing in the cosy book area looking at the pictures and mimicking staff's animal sounds. They explore the home corner enjoying the process of opening and closing the doors. Babies benefit from the support and reassurance they receive from the familiar staff. They learn to deal with having strangers in their environment by receiving lots of hugs and support from the staff. The nursery routine is adapted to cater for their individual routines.

Children enjoy observing and learning about living things. After observing worms in the garden they created models using recycled materials and threading. They have planted flower seeds and have grown their own potatoes which they cooked and ate at the nursery.

Children have many opportunities to communicate and share their thoughts during circle time sessions and on a one to one basis. They discuss the things they like doing, their family and their interests. Children play purposefully within the role play area; they make breakfast as they heat up the food in the microwave and offer pretend cups of tea to visitors. Role play areas are set up with children's interests in mind, for example, it was changed to a hair dressers as children were using other toys to brush their hair. Other children enjoy playing with the wooden animals together. With the support of the staff they arrange the animals in order of height and are able to identify and name them.

Children have access to a positive range of reading materials and clearly enjoy story times. Older children find their names when they arrive for self registration and they are able to sound the letters in their own and friend's names. There are many visual aids throughout the nursery to encourage children to explore their early writing skills and to observe numbers within their environment. Children enjoy feeling the sand on their fingers as they make sand prints; they notice the colours of the shiny materials added to the sand.

Children are developing a positive attitude towards healthy eating and staying physically fit. They enjoy nutritious snacks and meals provided by the nursery. All the children know the cook by name and are excited when she comes into their rooms. Children have daily opportunities to be outside as they move freely in the outside area. Children are developing important learning and development skills which help to set secure foundations for their future learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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