

Little Ann Day Nursery

Inspection report for early years provision

Unique reference number	EY314260
Inspection date	19/01/2010
Inspector	Janet Sharon Williams

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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

Little Ann Day Nursery opened in 2005 and operates from a first floor church hall. The nursery is situated in Thornton Heath and located within the London Borough of Croydon. A maximum of 12 children may attend at any one time. The nursery opens each week day from 7.00am to 6.00pm for 50 weeks per year.

There are currently 12 children under three years on roll. The nursery employs six staff, all of whom, including the manager hold appropriate early years qualifications and two staff are working towards a qualification. Little Ann Day Nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are able to participate in a balanced range of activities. Staff build a positive relationship with parents to enable them to provide a secure and positive environment for children. They also work in partnership with some of the local schools and encouraging support is also offered to those whom speak English as an additional language. All in which contributes to promoting assured inclusive practice. The management of the nursery is aware of the weaknesses and effective plans are in place to improve the quality of many of the practice issues to effectively promote children's learning and development in the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- Ensure that all parental permission is requested for seeking necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 19/01/2010
- Ensure meals and snacks provided are healthy, balanced and nutritious. (Safeguarding and promoting children's welfare) 19/01/2010

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

- improve the organisation of the nursery space to give scope for free movement, obstruction of the fire exits and well spread activities
- review how children whom are more able can be challenged and provided with a range of resources and play materials that are of interest to them
- ensure children's communication and language development is sufficiently challenged in their play

- provide age appropriate resources and equipment that help increase children's fine motor skills.

The effectiveness of leadership and management of the early years provision

Staff are well deployed and procedures in place ensure children are kept safe and secure whilst at the nursery. Although most staff are aware that there are policies and procedures in place for issues surrounding safeguarding and protecting children, most are unable to explain the signs and symptoms of abuse. However, arrangements have been made for all staff to attend a training course to improve their knowledge and understanding of what to do if they have concern about a child. Good risk assessment procedures are in place to ensure that all areas used by the children are suitable and safe both indoors and out. Additional systems in place ensure that all visitors sign in and out, no person can enter the premises without ringing the door bell, that children and staff attendance is recorded and regular fire drills are practiced and recorded. However, not all of the fire exit area is clear of obstruction. Most staff are qualified in first aid to enable them to act in event of an emergency. The setting's capacity to maintain continuous improvement is encouraging. There are good measures in place for supporting staff development through ongoing training to improve practice in all areas of the Early Years Foundation Stage. Staff have a sound knowledge of promoting children's learning and development to ensure that they achieve their full potential before moving on to their next early years setting. For example, nursery school/class.

Comprehensive policies and procedures are in place, all of which meet with the regulatory requirements. Documentation in place ensure that relevant information is gathered prior to placement. This also includes parental permission for outings and taking photographs. Although the nursery consent forms request for authorisation for children to be treated in event of an emergency, not all parent's applications have been clarified. Information gathered prior to placement is used to form a positive partnership with parents, developing an understanding of each child's individual needs and considering their current interest and is used as a starting point to plan for children's learning and development.

Parents receive general information about their child's progress which include all the areas of learning. They also are able to contribute to their children's records and make comments about their child's learning and development and this is also used in practice to contribute to children achieving their areas of learning within the Early Years Foundation Stage. Parents are also encouraged to become involved in their child's learning, through borrowing books and resources from the nursery to continue learning at home. Positive feedback received from parents indicate that they are very happy with the quality of care provided and how their children are learning and developing and that their children should reach their full potential before leaving the nursery. They also value the feedback form received at the end of each day. This enables them to know what their children have had to eat, activities participated in, nappy changes and sleeping patterns throughout the day. Children and staff are from a wide diverse group and children whom speak English as an additional language are fully inclusive. Good support is offered to parents

and children and opportunities are made available for the different cultural groups to learn about each other, such as, parents, staff and children dressing up in the various national customs and having food tasting events.

Activity plans in place ensure that all children are inclusive and that the environment provides a full range of toys and play materials. The nursery uses the support materials from the local authority, for example, the observation and assessment plans. This enables them to plan each child's learning journey, evaluate how they are progressing and that appropriate targets are set to ensure that they achieve their goal before moving on to another nursery or school.

There are currently no children attending the nursery with learning difficulties or disabilities. However, the designated Special Educational Needs Co-ordinator person works closely with the local health centre. This is to ensure that appropriate action is taken for children showing early signs of concerns that may have an affect in their learning.

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

Children play happily, purposefully and co-operatively as individuals and in small groups. Although children have access to a full range of play materials covering all areas of learning. Overall, these are not best organised, for this limits space for children to move around freely, use their imagination creatively and have appropriate quiet time.

Babies and young children enjoy their time of being together at the nursery. A range of resources and play materials are made readily available to them to make their own self choice about what they would like to do. Most children are independent, confident and benefit through developing good relationships in their play. Most children behave very well and respond to requests for good behaviour and gain from a reward sticker for their performance at circle time. However, a few children do not always respond to staff's simple instructions and are disruptive within the environment, this is due to not being fully occupied, stimulated or provided with activities of interest appropriate to their age and stage of development. Children enjoy singing sessions and have a good repertoire of songs and action rhymes. This is also used as an opportunity to say numbers in order, such as sing the song one, two, three, four, five once I caught a fish alive and five little monkeys jumping on the bed. Children are showing an interest in playing with construction shapes and making arrangements with objects, they create a birthday cake and count the amount of candles they put on top. Realistic opportunities are available for children to be creative, such as painting with various colours and using a paint easel. This enables them to develop maturation of their fine motor skills. Children are able to mark make using pencils, however, staff do not always ensure that the pencils provided are sharp for children to achieve what they are doing. Most children are under three years and therefore use one or two words or short, familiar phrases to communicate. Although children's spoken language is developing well and they are consistently learning new words through each other and play. Staff do not always challenge children in their play through talking and

asking them questions to encourage language development. Overall they are learning steadily to communicate with their peers and adults.

Children learn about keeping themselves and others safe. For example, they show consideration for the baby crawling around the environment. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. They learn when going up and down the stairs, that they must hold onto the rail. Children also learn about safety outside the environment, a set of traffic lights is used to raise children's awareness about waiting for the green man before crossing the road. Although most of the welfare requirements are in place to promote children's health and well-being. For example, hand washing before meals. However, the majority of meals do not provide children with an appropriate healthy balanced and nutritious diet. The menu plan clearly demonstrates that children are offered a minimal selection of vegetables and fruit at lunch and snack time. Children do have access to fresh drinking water and they can request this at any time and consideration is given to those whom are unable to ask for this themselves.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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