

# Little Winners Day Nursery 1

Inspection report for early years provision

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**Unique reference number**

EY392351

**Inspection date**

08/12/2009

**Inspector**

Alison Romanczuk

**Setting address**

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Winners Day Nursery 1 has been registered since 2009 and operates from a converted building in the Peckham Rye area of Southwark. The nursery operates from the ground floor level of the premises and children have direct access to an enclosed outside play area. The nursery is registered on the Early Years Register and compulsory part of the Childcare register to provide care for a maximum of 43 children at any one time; most children attend the nursery and the setting offers before and after school care to no more than six children aged five to eight years within the maximum number of places when available. There are currently 26 children on roll in the early years age group. The nursery operates from Monday to Friday, 7.30am to 6pm all year round, except one week closure at Christmas and bank holidays.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery promotes children's welfare and development well, and they are able to play and learn in a safe and well organised environment. Commitment from the staff who work well as a team ensures high standards are met and that children's needs are well catered for. The successful partnership with parents and others ensures the nursery maintains an effective system to share information relating to each child's needs. This enables them to support all of the children effectively. Methods of evaluation are effective and ensure consistent and ongoing improvements to the nursery and staff team's experience.

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

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

- ensure planning consistently reflects the information gained through observing each child's interest and abilities
- fully utilise the outdoor area to enhance children's knowledge and understanding of the world

## **The effectiveness of leadership and management of the early years provision**

Children's welfare and developmental needs are well met. They attend a nursery which gives priority to safeguarding. Secure and well managed policies and procedures are in place and underpin this aim well. The induction process ensures all staff are familiar with the nursery's procedures, and clear recruitment procedures ensure that children are cared for by staff who have appropriate checks. Priority is given to training and to working partnerships with the local authority. This ensures staff are secure in their roles and well qualified in all aspects of childcare. As a result, staff know what to do if they are concerned about

a child and are confident in sharing information when required. They are appropriately trained in paediatric first aid and health and safety, which helps them to risk assess the environment.

Staff are deployed effectively and work well as a team with clear roles and responsibilities which help children settle and feel secure. Relationships at all levels are good as a result and the children enthused by what is on offer. Those children who may have special educational needs and disabilities are welcomed into the nursery and support from outside professionals is gauged to ensure their ongoing progress. Children with English as an additional language receive good levels of support and settle quickly into the routine of the nursery as a result.

Children are able to self-select from a good range of resources which are effectively deployed. They learn important independence skills during their time here. The nursery provides a service that is inclusive for all children and staff get to know the children and their families well. Parents offer positive feedback and are encouraged to partake in questionnaires which staff provide to ensure consistency of service. They receive helpful information through parent meetings, day books, newsletters and the notice board. Self-evaluation is effective in identifying strengths and areas for improvement and the provider has a clear vision for future development and sustainability, which is shared by staff.

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

Children present as confident and happy to be at the nursery and eagerly engage in the range of stimulating activities available. Younger children in the baby room enjoy floor toys such as soft shapes and fabric books, and staff get down to their level to encourage and praise them for their interest. Children have good opportunities to be in mixed groups at each end of the day and this together with good staff role modelling encourages the children to be kind and respectful of each other. Children demonstrate very good relationships with each other and staff at the nursery as a result. Secure boundaries set by staff, help the children to build their confidence and to feel safe and understand the rules. They demonstrate increasing independence and personal hygiene as they spontaneously help to tidy up and join the 'train' to wash their hands before lunch. Children's dietary needs are well met and they enjoy healthy and well balanced foods. A water jug is available for children to help themselves and they actively help to cut fruit at snack time and to help set the table for lunch. They enjoy daily fresh air and exercise in the garden, and staff have plans to refurbish this area to further broaden children's experiences.

Children benefit from the enabling environment. They have a particular fondness for sand and water activities so staff make sure these resources are always available. In particular the children spend considerable time filling and emptying containers and staff are on hand to offer valuable questioning and support for children's problem solving skills. Through regular observation and interaction with the children staff get to know them well. A good variety of activities is well planned overall which build on children's existing skills and interests. Information from

observations is not always used consistently to plan for the six areas of learning however, and managers have arranged further training in this.

Children demonstrate good communication skills, particularly enjoy books and readily sit at circle time whilst staff read to them. The children are able to self select resources from transparent boxes stored at their level. They self initiate imaginative play, such as, dressing up and cooking and enthusiastically grasp opportunities to explore early writing skills as they access paper and pencils. Children show an interest in problem solving as they build using wooden blocks to complete puzzles. The enthusiasm of all staff ensures children are provided with a good balance of adult-led and child initiated activities in a secure environment, and they progress well as a result.

## 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

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

### The effectiveness of leadership and management of the early years provision

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met