

# Little Green Man Nursery

Inspection report for early years provision

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**Unique reference number**

156214

**Inspection date**

09/07/2010

**Inspector**

Jill Nugent

**Setting address**

15 Lemna Road, Leytonstone, London, E11 1HX

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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 Green Man Nursery registered in 1996. It operates from two adjoining converted houses which are situated in Leytonstone in the London borough of Waltham Forest. Access to the building is at ground level via a step or ramp. Children are cared for in play rooms on three levels within the building, infants on the first floor, toddlers on the ground floor and pre-school children in the basement. A series of internal staircases link the play rooms. Children also have access to a secure outdoor play area and a garden. The nursery is open every weekday from 7am until 7pm all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 131 children in the early years age group may attend the nursery at any one time. A maximum of 16 children may attend the nursery's after school club. Currently there are 143 children on roll, of whom 132 children are in the early years age group. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery currently employs 48 staff, all of whom hold relevant early years qualifications.

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

Overall the quality of the provision is outstanding.

The nursery provides a vibrant and stimulating environment for children in which they thrive. Staff are enthusiastic in promoting, and extending, children's learning through a wide range of interesting play activities. Children's well-being is prioritised and they keep safe and healthy in the setting. Staff are professional and inclusive in their approach, working closely with parents to ensure that parents are involved and their children's individual needs are met effectively. The management team is proactive in driving improvement in order to continually develop staff's practice and improve the outcomes for all children.

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

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

- exploring different ways of using the new outdoor play areas to offer a wide range of interesting learning experiences for children.

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

The nursery's paperwork is highly organised and provides an excellent framework for staff's practice. There are very good procedures in place to ensure that children are safeguarded in the setting. Detailed risk assessments and regular safety checks

are carried out so that potential hazards on the premises are minimised effectively. Staff follow strict guidelines when taking children on outings in the local area. They are particularly attentive to individual medical and dietary needs and children's health records are well maintained. Staff always supervise children closely and know what to do if they have any concerns relating to child protection.

There are well-established monitoring and evaluation systems within the nursery and these support staff effectively in their ongoing professional development. Staff are regularly appraised and given opportunities to attend a variety of training events. The in-house training is particularly useful and relevant to their needs, helping them to gain further knowledge and understanding regarding the implementation of the Early Years Foundation Stage. Staff are currently revisiting the local authority's rigorous quality assurance scheme, having successfully completed all modules previously. The use of this scheme encourages a culture of reflective practice amongst all staff, inspiring them to devise exceptionally well-targeted plans and contributing greatly to the nursery's capacity to continually improve its provision for children.

The manager is forward thinking in highlighting aspects of the nursery for further development in order to improve the outcomes for all children. She has high expectations of her staff and consequently morale amongst staff is exceptionally high. She liaises with the owner and area manager in setting up action plans to bring about required improvements. For example, the outdoor play area and garden are currently in the process of refurbishment and there are plans for a new art area for the pre-school. The management team continually review the systems within the nursery as part of their monitoring procedures and this ensures consistency of practice across the whole nursery. They are keen to explore ways of using the new outdoor areas to offer an exciting and enabling learning environment for all children.

Parents are extremely happy with the provision for their children and often become actively involved with practical aspects of the nursery. They are also encouraged to engage in children's learning through sharing a skill or interest. Children's observation files are available to view at any time and there are opportunities to discuss children's progress at consultation evenings. New parents receive very useful information about the nursery's policies and procedures, and also its educational programme, enabling a strong level of engagement to be initiated. Staff make excellent use of written diaries as link books to help them work consistently with parents regarding children's care. Open evenings are organised to enable parents to discover more about the significance of learning through play so that they can support their children effectively at home. Children benefit significantly from this strong working partnership.

The nursery liaises with other professionals, and early years providers, to offer extra support to children with special educational needs and/or disabilities and to assist children in their transition to school. Staff are very aware of children's individual care and learning needs and ensure that all children feel valued and included in the setting. They promote equality of opportunity consistently and effectively across the nursery. They develop close relationships with children and interact with them purposefully during their play, thereby enhancing children's

enjoyment and promoting their learning. Children gain respect for others in their groups and in the wider community. They learn about different cultural and religious festivals and are especially well supported if learning English as an additional language.

Staff are deployed effectively around the nursery to ensure that good ratios are maintained during the day. The play rooms are attractive with many pictures and photographs on display, helping to make the environment inviting to children and conducive to learning. Staff work extremely well as teams, initiating their own ideas but also liaising with others in order to offer a range of interesting play activities across all areas of learning. They are often innovative in finding different ways of using resources to help children learn, and flexible in their arrangements, enabling children to make good use of the various play areas indoors and outdoors. The nursery's resources are attractive and sustainable, and rotated throughout the day to maintain children's interest.

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

Children delight in the choice of activities on offer each day, becoming absorbed in their own exploration and enjoying enthusiastic adult support. They benefit from the freedom to make their own decisions as they choose resources and activities, gaining self-confidence and becoming active independent learners. They often have fun together and enjoy spontaneous opportunities to share a book or join in a song. They especially enjoy the chance to explore creatively, in art, music and role play. Staff are adept at promoting children's learning as they join in their play, and explore with them, in different play situations. Children develop and acquire new skills, and these are extended effectively by staff as they converse with children, asking questions to encourage their thinking. Their inspirational teaching motivates children and, as a result, children become very happily engaged in their learning and are keen to try new activities.

Staff make excellent use of a comprehensive system of observational assessment to plan activities that meet children's individual learning needs and move them on in their learning. Children's observational files are extremely well maintained, resulting in staff becoming very knowledgeable about each child's stage of development. They have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage and organise activities that are relevant and suitable for children of differing ages and abilities. Younger children flourish in an environment where they have access to a wide range of resources, such as colourful toys, dressing up clothes and water play, and also enjoy individual adult support, for example, as they explore paint, glue or paper. Older children are consistently challenged in their learning through the use of picture books, mark-making and numerical resources. Children develop extra skills for the future as they reinforce their learning in literacy and numeracy using a range of computer games. Overall, children make significant progress towards the early learning goals in all learning areas.

Children become aware of a wider world as they take part in outings, such as visits

to the library and park. They like to play imaginatively using interesting role play settings, for example, a jungle created from natural materials. They relish the involvement of staff in their play and feel extremely safe and secure in the setting. Younger children benefit from staff's attention to their well-being and older children are reminded how to keep themselves safe as they play. Children are well aware of their boundaries. Staff encourage them to be kind to each other and to share fairly. As a result children's behaviour is exemplary and they respond positively to staff's instructions and requests. Children learn to adopt healthy lifestyles, such as good hygiene practices, and especially enjoy a range of healthy and nutritious meals. Flexible snack times work particularly well in enabling children to make choices about when and where they eat and drink. Children are able to practise their physical skills, gaining better control and coordination, as they enjoy outdoor play using new and exciting outdoor equipment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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

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