

# Little Elms Day Care Nursery

Inspection report for early years provision

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**Unique reference number** EY397684  
**Inspection date** 04/02/2010  
**Inspector** Denys Rasmussen

**Setting address** 29 Beckenham Road, Beckenham, Kent, BR3 4PR

**Telephone number** 02086584282

**Email**

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Little Elms Day Care Nursery is based in a large converted Victorian house in Beckenham Road, within the London Borough of Bromley. The setting is registered on the Early Years Register to provide care for 85 children aged from three months to five years. Currently there are 135 children on roll. The setting is also registered on the Childcare Register. The setting is accessed via either a slope or steps. There are five designated play rooms on the ground floor of which children are grouped according to their ages and two baby rooms upstairs. Rooms have direct access to toilet facilities and an outdoor play area. The nursery is open weekdays from 07:30 until 18:00 for 52 weeks per year except for public holidays. Children are able to attend for either a full day or sessional place. The nursery serves the local community. There are 25 staff employed, including the supervisory staff, 24 of which hold appropriate early years qualifications. The nursery also employs a chef.

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

Overall the quality of the provision is good.

Children are safe and well cared for in the nursery's welcoming and inclusive environment. All aspects of the children's welfare and learning are successfully promoted. Arrangements for engaging with parents and others are good and continuously developing. This supports children to make good progress in their learning and development, given their age, abilities and starting points. The motivated and enthusiastic leadership has a clear vision for the nursery and has successfully created a friendly, supportive and professional environment. The nursery's effective self-evaluation system supports them to identify both their strengths and weaknesses. This enables them to make further progress based on what they have accomplished so far ensuring they are responsive to the needs of the families using their service.

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

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

- provide opportunities for all children to listen with enjoyment to stories and respond to what they have heard by valuing their contributions and use them to inform and shape the direction of discussions.
- develop children's awareness of language by using names and labels that include words from different home languages and by introducing communication systems such as Braille.

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

Robust policies, procedures and vetting systems that are clearly understood by staff, thorough risk assessments along with a secure building ensure children are

well safeguarded. Fire evacuation is practised so that the children learn how to leave the building safely and calmly and there are good fire safety precautions in place. Staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis and that children have appropriate adult support. Good quality resources are well organised to allow children to make choices in their play. Most staff are trained in first aid to ensure that children receive appropriate care in the event of an accident.

The owners have a good understanding of the provision and a clear sense of purpose about what it is they want to achieve. They value their staff highly which means morale is good and the atmosphere is one of mutual respect. They ensure staff attend the required training and encourage attendance on further training to facilitate continuing improvements. Clear priorities for improvement are driven by effective self-evaluation systems that take into account parents views. For example, a recent improvement was to enlarge the buggy park and have a more varied menu.

The open office area ensures parents and children are warmly greeted on arrival and the informative notice board offers relevant information to parents about the nursery and specialist services they may need. The staff are keenly aware of the benefits to the children of working closely with their parents and other agencies in order to ensure that each child's individual needs are known and supported effectively. The staff's good knowledge of each child's background and individual needs help them to provide an inclusive environment where children feel valued and parents wishes are respected.

The clear communication channels encourage a two-way flow of information such as with daily discussion and the contact books. Parents are very happy with the nursery and commented that it is managed with polite, well trained staff that enjoy their job, that the food is fresh, that they liked the security and cleanliness of the building, that their child is progressing and is more independent now and that the staff supported both parent and child with sensitivity when settling in.

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

Most staff have a secure understanding of the Early Years Foundation Stage and use their key person system to good effect ensuring children settle well into nursery life. Children are observed as they learn through play to inform the planning for the next steps in their learning. The plans are linked to areas of learning and are evaluated to ensure they are matched to the full range of children's needs. The child's record of achievement is continually updated and is regularly shared with parents. Warm and caring relationships are evident, children form strong attachments to staff and other children within the nursery. This helps children to feel safe and secure. The staff are gentle and supportive with realistic boundaries which encourages the children to behave well and play harmoniously together. Children adopt good simple hygiene routines when they wash their hands before their snack or after a messy activity using the liquid soap and paper towels that help protect them from the risk of cross-infection. They learn healthy habits

when they brush their teeth after meals and enjoy healthy nutritious meals cooked on site from fresh produce by the nursery chef.

Babies enjoy Heuristic play when they experiment with kitchen utensils, paper, different types of material, wooden spoons, tins, balloons and boxes. They explore texture using their hands, mouth and feet. They eagerly pat and try to pick up the rice cereal that is placed on the mat for them to feel. They are happy and confident, crawling around and pulling themselves up and dancing to music. The staff sit with the babies singing action rhymes and playing their favourite game of peek-a-boo in the tunnel. The babies experiment with shaving foam and laugh often. The toddlers are involved in making a Chinese dragon as part of the celebration of Chinese New Year, they paint large boxes to put together to make a nursery dragon and smaller boxes so they can take one home. In most of the rooms staff are skilful story tellers and encourage a love of books by using props to engage and sustain children's interest in the stories, however in one of the toddler rooms, staff missed opportunities for learning by not responding to the children's contributions at story time and using them to inform and shape the direction of discussions. Toddlers enjoyed a dance and music session where they learnt to follow instructions carefully, sing familiar songs and tell stories by moving their bodies.

Children in the pre school are involved in worthwhile topics to learn about the world around them and to understand and value differences and similarities. They learn about who they are when they talk about their families and those of their peers. They learn about families from around the world and what it was like to be a family in Tudor times. They gain a sense of belonging through displays of their work and photographs of their families. Throughout the nursery there are attractive displays with some labels and words. However, there are no words displayed in other home languages other than English and children are not as yet introduced to different communication systems such as Braille. The pre school are compiling a family recipe book so they can understand and taste a diverse range of food. Children's independence is encouraged and their self-esteem supported through making choices in their play and everyday routines. They can access materials independently and make their own creations using scissors, paper, card, glue sticks, felt tips, brushes, paint, various other textured materials and bottle tops. A helper is responsible at lunch time to help put out bowls and cutlery and children help themselves and then scrape their own plate into the bin when they have finished. Daily physical play is an important part of the nursery routine and the garden is used effectively to provide a stimulating and challenging environment for all children. They skilfully manoeuvre the wheeled toys and practise ball skills and skipping with staff support. They enjoy searching for sticks to poke in the mud and gleefully call their friends over to examine the worms they have found. Children enjoy their time at the nursery playing with their friends.

## 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