

Little Learners Day Nursery

Inspection report for early years provision

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Inspection date 11/05/2010
Inspector Elizabeth Ellen Mackey

Setting address 156 Whitehorse Road, West Croydon, Surrey, CR0 2LA

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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.

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Description of the setting

Little Learners Day Nursery was registered in 2009. It is a privately owned setting. The provider also runs another day nursery in South Croydon. The nursery is located in the London Borough of Croydon. It operates from a single storey building, there is disabled access and toilet facilities. There is a car park which is available for parents to drop off and collect their children. There is one main playroom which is divided into areas to accommodate the two age ranges. There is a separate kitchen, toilet facilities, office and an enclosed outdoor area for children to have outdoor play opportunities.

Little Learners Day Nursery is registered to care for 22 children on the Early Years register. There are currently 28 children on roll, most attend on a part time basis.

The nursery is open weekdays 7:30am until 6:30pm for 51 weeks per year. A total of five staff are employed to work with the children, including the Manager. Four staff hold an appropriate early years qualification and one member of staff is working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and safe environment where they are valued as individuals. This is an inclusive environment which is successful in recognising and respecting the diversity of the children and families who attend and in meeting their needs. Children are involved in a broad range of activities, which are planned to cover the areas of learning and to meet the children's interests. Good communication with parents and carers contributes towards children making steady progress in their learning and development. There are suitable methods in place for evaluating the quality of the provision and risk assessments are thorough. This is the first inspection and the management and staff team show a commitment to strive for excellence, in improving outcomes for children.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to link sounds and words, through use of labelling familiar items
- increase the measures in place to enhance communication with children who have English as an additional language
- ensure all the recruitment checks for staff are clearly documented

The effectiveness of leadership and management of the early years provision

All staff attend safeguarding training which helps to ensure they are aware of their responsibility to protect children. There is a clear safeguarding policy in place, which underpins the procedures in place. Staff are inducted in all policies and aware of their duty in safeguarding children. Robust recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff, which helps to safeguard their welfare. A record of the vetting procedure is maintained, but decisions regarding suitability not consistently evidenced.

The effective deployment of practitioners and resources ensures that children are well supervised and supported at all times and enables them to safely and independently select activities for themselves. The majority of staff are trained to a minimum of National Vocational Qualification at level three. Staff have a clear understanding of their roles and responsibilities: they share tasks effectively. Policies and procedures are established and effectively implemented; they are regularly reviewed and updated. Detailed risk assessments are in place and staff are extremely vigilant in their supervision and monitoring of hazards, which helps children to play safely.

Children benefit from the good relationships between the staff and their parents. Relevant information is available on notice boards in each room and parents have daily access to children's records that details information about care routines and the activities the children have enjoyed. Good communication on a daily basis between parents and key persons promotes parental involvement in the setting. There is an effective system in place to record parents' contributions to their children's development records and regular meetings are held to discuss children's progress and next steps.

Systems are in place for children with identified special educational needs and/or disabilities and those children who speak English as an additional language to ensure that they are offered inclusive care and learning. This includes home visits for all children, which gives the Manager and Keyworker the opportunity to meet children and their families in their home environment prior to them coming to the nursery. The Special Educational Needs Coordinator works closely with other professionals and parents to meet children's particular needs. There are systems in place to enhance the communication with children who have English as an additional language; however they are not extensive, which means some communication barriers remain. Several staff members are trained in Makaton, unfortunately they do not use this in their everyday routine as a tool for communicating with all children.

Ongoing evaluation helps to ensure the setting's strengths and weaknesses are identified. Staff are involved in this and planning for future development include an ongoing training programme for all staff. The Manager demonstrates very good leadership skills and sets high standards for practice and ongoing development.

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

Children's health and well-being is promoted effectively. A high standard of cleanliness is maintained throughout the nursery and both children and staff demonstrate a good understanding of effective hygiene routines. The staff are aware of children's medical needs, allergies and special dietary requirements. Children are encouraged to eat healthily and are offered a range of nourishing freshly cooked meals at lunchtime. Staff sit with the children, making it a relaxed, social mealtime. Children enjoy having the choice of being able to access the garden, due to the free flow system in place. Children demonstrate confidence when climbing the steps of the slide and sliding down. The youngest children are effectively supported in their physical development and their exploration and curiosity is encouraged. Children enjoy digging and planting, they nurture the seeds they have planted.

Children have access to a wide variety of resources and play materials that are suitable for their age and needs. Staff deploy themselves where the children choose to be, which promotes children's independence. The learning environment is bright, well equipped and visually stimulating. There is a wide range of good quality resources, which demonstrate the setting's commitment to inclusion. Resources reflect positive images of people from various cultural backgrounds, people with disabilities. Resources are stored at the children's level and they all can independently access books and resources.

Children have established relationships with their key workers and are pleased to see them on arrival. Staff demonstrate a good understanding of the Early Years Foundation Stage. They make regular observations of children's achievements and use these to plan activities based on their individual skills and needs. Planning takes account of children's attendance pattern to ensure all children experience the wide range of activities available. For example, when children are attending for short sessions they are offered all experiences such as free choice activities, planned focus activities and outdoor play. Staff develop the children's knowledge and understanding of colours, shapes and textures and ask open ended questions to encourage children's thinking.

Children's work is named, dated and nicely displayed, which promotes their self-esteem. Staff consistently communicate with the children, they sing to the babies who snuggle in close for comfort when they are tired. Children are provided with a wide variety of resources to develop their imaginative play. Children enjoy listening to stories and become actively involved when they take turns to operate a puppet during story time. Children are considerate to one another and their behaviour is good.

Children sing and dance with enthusiasm, they follow the lead of staff in reciting the words and movement of familiar rhymes and songs; there is a good sense of fun. Children access the resources in the science area to explore shapes and patterns and explore a range of media. Pre-school children learn the meaning of writing as they are exposed to a variety of print and mark making materials,

However, use of labelling is not maximised to extend children's understanding that print carries meaning.

Children independently access resources that develop their knowledge of technology; for example, when they use a mouse to operate the computer screen and select educational computer games. Children are effectively supported by staff who encourage their interest in all activities. Children count during everyday routines and activities and have access to sand timers and measuring tools. They are confident communicators and their progress in communicating, literacy and skills relating to information and technology are developing well. As a result, they develop good skills for the future.

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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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