

Little People's Day Care Provisions

Inspection report for early years provision

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Inspection date 23/06/2010
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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 People's Day Care Provisions nursery is run by Koala Childcare Limited. It registered in 2007 and operates from a ground floor room within the Edmonton Leisure Centre in the London borough of Enfield. Access to the building is at ground level. The nursery is open every weekday, from 7am to 7pm, all year round. There is no outdoor play area attached to the provision.

The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register, to provide care for no more than 12 children under 8 years; of these, not more than 12 may be in the early years age group, and of these no more than two may be under two years of age at any one time. Currently, there are 12 children in the early years age group on roll. The nursery employs seven members of staff, of whom five are suitably qualified. One member of staff is working towards an appropriate early years qualification and another member of staff is waiting for an overseas certificate in childcare to be matched to a qualification, as defined by the Children's Workforce Development Council (CWDC).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides a welcoming and generally inclusive environment for children. The management have begun to develop systems for self-evaluation. Improvements made since the last inspection indicate that the setting has the capacity for further improvement for the service and outcomes for children. The progress children make in their learning and development is beginning to be monitored through the developing observation and assessment system. Children benefit from a worthwhile partnership with parents, which ensures children's needs are met and mostly supported. Children's welfare is generally promoted through many practices and procedures which help to keep them safe, secure and healthy.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments to identify learning priorities and match these to the expectations of the early learning goals
- develop further an effective system of planning to ensure that each child is offered challenging experiences, personalised learning and opportunities across all areas of learning
- extend partnerships with parents to enable them to share and update information to become fully involved in their child's continuous learning and development
- ensure all facilities are hygienic and clean, with particular regards to the children's cloakroom area.

The effectiveness of leadership and management of the early years provision

The provider has taken steps to bring about improvement by appointing two new nursery managers who have introduced a number of positive initiatives that are beginning to lead to improved systems and better outcomes for children. The nursery's self-evaluation processes are being developed so that all staff and parents can contribute to new ways of working. The group takes necessary steps to ensure they safeguard children effectively. For example, the staff have a sound understanding of their responsibility to safeguard children from harm and have clear policies and procedures to ensure children's welfare, care and safety are promoted. Termly risk assessments and daily checks of the premises and for outings sufficiently ensure children's safety is promoted. However, some aspects of practice relating to health and hygiene are not fully effective, with regards to the lingering smell in the children's cloakroom.

Staff are suitably qualified and work well as a team. Bright and colourful displays of children's work adorn the walls and create an attractive backdrop for the children, staff and parents. Children are freely able to play in the setting, where resources are adequately set up and rotated around each day. Staff are deployed well to support the small number of children present and encourage all children to be supported and integrated. The staff are developing systems of communication to build effective partnerships with parents. Parents are encouraged to provide detailed information about their children when starting at the nursery, to enable staff to be fully aware of the children's individual needs. However, this information is not regularly updated and systems are not fully embedded to enable parents to become fully involved in their child's continuous learning and development. Nevertheless, friendly discussions at arrival and departure times ensure adults remain up to date with the children's changing needs. The nursery is aware of the importance of building links with other settings, to share the delivery of the Early Years Foundation Stage, where this is applicable.

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

Children are making sufficient progress as they access a range of learning opportunities which are both adult led and child initiated. The setting has new developing processes in place to understand the starting points of children and staff use observations to gain a sufficient understanding of the children's interests and progress that they make. However, linking the observations to the expectations of the early learning goals is not yet well embedded. It is also not clearly evident how planning fully takes account of the children's interests, to ensure that each child is offered challenging experiences, personalised learning and varied opportunities across all areas of learning. Nonetheless, planning is flexible and incorporates a variety of interesting themes and cultural celebrations. Children respond well to the adults when sharing books, naming shapes or during adult focused activities. Babies demonstrate their natural curiosity and their

eagerness, as they are encouraged and supported to explore the resources which are accessible to them.

Children arrive to find a selection of activities to choose from. The toys and equipment are easily accessible in low level storage units around the room. Staff praise the children's efforts and help them to feel special. Children develop a sense of belonging as they are warmly welcomed when they arrive by staff singing to them. Children have regular opportunities to express themselves creatively and to explore various materials and media such as paint, water and play dough. They have opportunities to become familiar with print and the written word, through attractive displays, numerous labels and writing and drawing materials that are fairly accessible. Children are helped to develop their knowledge and understanding of the world through exploring their local surroundings, using their senses to identify features and the use of simple technology, such as mini laptops and interactive toys. Children are developing an understanding of problem solving, reasoning and numeracy with mathematical concepts through day-to-day activities that involve shape, number, patterns and weight, for example, puzzles, number songs and books.

Outcomes for children are satisfactorily promoted by the setting. Children's health is encouraged as they learn the importance of healthy lifestyles, healthy eating and the importance of personal hygiene. Children bring their own packed lunches to the setting and these are stored and reheated appropriately. The setting considers how to further promote healthy eating and offers the children healthy options at snack times. Children have sufficient opportunities to be physically active and they are able to rest or sleep after lunch. Children are safeguarded and they have a growing understanding of their own safety as they become aware of how to use resources safely and how to keep themselves and others safe. Children are involved in emergency fire evacuation drills where safety is reinforced. The setting ensures the necessary steps are taken to prevent the spread of infection and appropriate action is taken when children are ill. Furthermore, appropriate procedures are followed for first aid treatment. Children are valued as individuals and in turn are learning to respect each other's differences and to manage their own behaviour. Staff effectively reinforce sharing and respecting each other's feelings.

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	3

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	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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