



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280834

DfES Number: 530481

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Jamila Aslam

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Little School Daycare
Setting Address 44 Boston Park Road
Brentford
Middlesex
TW8 9JF

REGISTERED PROVIDER DETAILS

Name The Little School Daycare Limited

ORGANISATION DETAILS

Name The Little School Daycare Limited
Address 112A Syon Lane
Isleworth
Middlesex
TW7 5NJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Little School Day Care has been registered for 1 year. The nursery is situated in Brentford, close to the main A4 route into central London.

The setting provides full day care, sectional care and out of school care for children aged from 3 months to under 8 years. Opening hours are from 08:00 to 18:00 daily and the setting operates throughout the year. There is an outside play area and three rooms available for children.

Little School Day Care continues the links with Our Lady and St John's Primary School, which is adjacent to the setting, and plans to provide wrap around care for children. The setting receives support from the Hounslow Early Years Childcare Development Partnership.

There are 65 children on roll of whom 3 children aged 3 years old are Nursery Education Grant (NEG) funded. Currently no children aged 4 years old are NEG funded. The setting provides support for children with special educational needs and for children who have English as an additional language. There are 20 staff members, some of whom speak community Asian languages.

The Senior Management Team consists of two supernumary Managers who job share and have specific areas of responsibility as well as a Senior Nursery Nurse. Staff qualifications include National Nursery Examination Board (NNEB), National Vocational Qualification in Childcare (NVQ) levels 2 and 3 and B Tech National Diploma in Childcare. In addition, one member of staff holds a Montessori teaching qualification.

How good is the Day Care?

The Little School nursery provides satisfactory care for children. The premises are warm and welcoming.

There is sufficient room and equipment for children to rest, play and eat, although

equipment in the baby room does not include suitable seating to encourage infants to sit independantly at activities. Play equipment is of good quality, easily accessible and most storage is well organised. Most of the required documentation is well organised, however the system for recording children and staff attendance lacks detail.

A good standard of safety is maintained throughout the premises however the nursery have not conducted a fire drill over the last year. Good hygiene practices are encouraged in children within daily routines. The staff team have a satisfactory understanding of their responsibility to protect children and the management team are working hard towards ensuring all staff attend child protection training to ensure they are clear about the procedures to follow as well as making themselves aware of the indicators of abuse.

Opportunities for stimulating play and learning are generally good, however lacks consistency in the different rooms. There are missed learning opportunities and children's exploration, curiosity and independant learning are not well supported during some adult directed activities.

Children are encouraged to respect each other and good behaviour is acknowledged and praised by staff who are good role models and speak to the children and each other with respect.

Partnership with parents is satisfactory. Parents are welcomed into the nursery and there are systems in place to ensure they are kept informed about their children and the operation of the nursery. Parents discussion with the inspector highlighted a common theme that staff do not always keep parents informed about the children's developmental progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery ensure that staff caring for children under two years are competent and have suitable experience and qualifications to do so.
- Children play happily together in groups and a good range of resources are well organised to provide play activities for the children. Resources are clean, well maintained and regularly replenished.
- Staff have a good understanding of the children's individual needs and celebrate and acknowledge a range of festivals from a variety of different cultural backgrounds.
- The nursery creates an environment that encourages good behaviour, staff are confident in their management of children's behaviour. Children behave well and have good relationships with the staff.

What needs to be improved?

- the recording of children and staff attendance
- the learning opportunities for the children
- the furniture in baby room to encourage children to sit independantly
- the feedback to parents explaining the children's day as well as ensuring that children's progress records are stored in a confidential manner.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 2 | Ensure the daily record of attendance shows the hours of attendance for children and staff. |
| 3 | Ensure staff provide consistent learning opportunities as well as supporting children's independant exploration and investigation of play materials and resources. |
| 3 | Ensure that children have access to the dressing up materials and clothes |
| 5 | Ensure that suitable furniture is available to meet the developmentl needs of babies |
| 6 | Ensure recorded fire drills are carried out periodically. |
| 12 | Provide opportunities for parents to receive regular information about their childs progress |
| 12 | Ensure that staff are aware that confidentiality is maintained at all times with reference to children's progress records. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The education offered at The Little School Daycare is acceptable but has some significant areas for improvement. Weaknesses in both leadership and management and quality of teaching, impact on the learning experiences of the funded children, particularly in three of the six learning areas.

The quality of teaching has key weaknesses. Knowledge of the foundation stage, stepping stones and early learning goals is not secure; resulting in a lack of exploration, challenge and missed opportunities to help children progress in all areas of learning. There are too few opportunities for children to select activities and resources independently. Staff do however, have an understanding of how children develop and plan a broad range of activities providing good levels of support. There are positive, caring relationships between staff and children

Leadership and management has weaknesses. Systems are not in place to demonstrate that the effectiveness of the educational programme is monitored or that the strengths, weaknesses and progress of the setting are assessed. A very structured routine and staff's previous lack of training opportunities means that at times children's learning opportunities are reduced. There are clear informal communication systems in place. Established roles and responsibilities mean that staff work well as a team and create a positive environment for the children.

Partnership with parents is generally good. Parents have access to information about the setting although there is limited information about the foundation stage curriculum. Regular exchanges of information ensure staff and parents are well informed about children. The setting operates an open door policy and parents are greeted warmly.

What is being done well?

- Staff work well together as a team. They have clear roles and responsibilities, and support each other creating positive role models and a good environment for the children.
- There are positive relationships between staff and children and good support is given to children at an individual level and in small groups.
- The setting is welcoming to parents and staff are approachable. There are systems in place for regular verbal feedback on children's progress.

What needs to be improved?

- the staff's knowledge and understanding of the foundation stage, the stepping stones and early learning goals: to improve the range of teaching

and to make significant improvements in the programmes for, Mathematical Development, Knowledge and Understanding of the World, and Creative Development

- the planning: to build on observations of what children know and can do; to clearly demonstrate the purpose of activities and the inclusion and grouping of children; to clarify resources and how activities are adapted for children who learn at different rates and enable the provision of activities at the right level to stimulate and challenge children.
- the routine of the day: to allow children opportunities to make spontaneous decisions and choices about what they want to play with, explore and investigate, practice skills and set their own challenges
- the planning, monitoring, and evaluation of the effectiveness of the education programme.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated and persist at planned activities. They have good relationships with adults, and are confident in expressing their feelings and needs. They are developing positive relationships with their peers, showing consideration and respect for each other. They are able to share and play co-operatively together. Behaviour is generally good. However there are too few opportunities for children to choose activities spontaneously, initiate their own play and set their own challenges.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

There are good opportunities for children to develop and extend their vocabulary and use language to communicate in various situations. Children have regular opportunities to link sounds to letters through everyday activities, games and flash cards. Children access books independently and handle them confidently. However there is too great a dependence given to using work sheets and insufficient opportunities for children to gain early writing skills through everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Regular opportunities to develop counting skills and number recognition are introduced through everyday activities and the daily routine. There are good resources to support children in comparing size, quantity, shape, pattern and colour, although there are missed opportunities to extend children's learning in this area. Use of mathematical language and opportunities for children to explore, predict and calculate are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Insufficient attention is given to learning in this area: science, the natural world, technology, geography and history. There are missed opportunities for children to question why and how things happen. There are too few opportunities for children to design and construct using a wide range of materials. However the children are encouraged to talk about the different events in their lives and enjoy sharing their weekend experiences in a large group.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are using a range of small and large equipment with increasing control. They move about confidently, showing an awareness of others around them. Children have opportunities to find out about the importance of staying healthy, discussing foods and cleaning their teeth after lunch. They have enjoyed taking part in a project on going to the dentist. They have daily opportunities to discuss the weather and how it makes them feel for example, hot, cold, shivery.

CREATIVE DEVELOPMENT

| Judgement: | Significant Weaknesses |
|------------|------------------------|
|------------|------------------------|

Children have regular opportunities for music and movement, and enjoy singing in a group and on their own. They have opportunities to explore colour, shape, form, texture and space, although these can be over prescriptive and adult led. There is little opportunity for children to be spontaneously or independently creative. There is a good range of props available but insufficient is readily available and accessible to extend imaginative play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the quality of teaching. Ensure staff have a secure knowledge of the Foundation Stage, developmental Stepping Stones and the Early Learning Goals.
- Develop and implement planning to demonstrate a broad and balanced range of experiences with clearly defined learning intentions and expected progress through the stepping stones towards the early learning goals, based on observations of what the children know and can do.
- Ensure effective systems are in place to monitor and evaluate the nursery education offered, staff development and the strengths and weaknesses of the setting.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.