

Early Learners 2

Inspection report for early years provision

Unique reference number 124937
Inspection date 07/09/2010
Inspector ISP Inspection

Setting address Rear of 62 High Street, Croydon, Surrey, CR0 1NA

Telephone number 020 8688 2161

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Early Learners 2 has been open since 1995. It is owned by Headstart Nursery Ltd, who also own one other registered facility in Croydon.

The nursery is situated close to Croydon town centre and it operates from a modern building, laid out on two floors, with an adjacent outside play space.

The nursery is registered to care for 42 children in the early years age group, there are currently 45 children on roll. Children are grouped according to their age, there are 12 places for babies, 18 for toddlers and 12 for pre-school children.

The day to day running of the nursery is currently overseen by the area manager who is working towards a foundation degree. The day to day manager of the setting holds a B.A (HONS Degree in Early Childhood Studies and has recently gained Early Years Professional status. There are ten staff employed and the majority hold a level three qualification in childcare, some are working towards level four. There are currently three permanent members of staff working with the preschool group of whom one has a level 3 qualification, one has a level 2 qualification and one is unqualified.

Staff from other nurseries run by the provider, and agency staff are used to fill current vacant posts and to cover for staff leave to try to ensure that minimum staff: child ratios are met.

A cook is employed to prepare the children's lunchtime meal.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Strong partnerships with parents help ensure children make good progress in their learning, given their age, abilities and starting points. The management and staff team are enthusiastic and they systematically reflect on the provision and identify priorities for future development. This ensures that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- review and improve the assessment pertaining to children's next step, ensuring that for all children the proposed lines of development are clearly defined
- increase the resources for children who have English as an additional language, providing letters, words and books in their first language

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. Staff have a clear understanding of safeguarding procedures, and all staff attend relevant training in this area. All required documentation that promotes children's health, safety and well-being maintained effectively and reviewed periodically. A risk assessment is fully in place and daily checks are carried out, this ensures children are cared for in a safe environment.

Space and equipment is well organised to create a child centered learning environment where children of all ages can access resources independently. The staff morale is high there is a good sense of teamwork. Staff are deployed effectively, and there is defined leadership for each age group of children. Children benefit from the key worker system in place which provides consistent relationships and a good level of individual support.

The management and staff team have been proactive in seeking feedback from parents and children to monitor and evaluate the provision. This enables them to consider areas for future development. For example, when reviewing the menu, parents were asked for their views. All of the suggestions were implemented into the new menu. Actions taken are well targeted to improve outcomes for children, for example, there are ongoing developments to the outdoor area, which provides children with a wider variety of outdoor experiences throughout the day. This is soon to be enhanced with a canopy which will enable children to access the outdoor area in all weathers. Staff have a good understanding of each child's background and needs and they provide appropriate support where required, so that equality and diversity is promoted. For children who have English as an additional language, key words are learnt by staff to help children settle. However, this has not been fully developed and there is little evidence of letters, words or books in children's first language. Parents are kept well informed in a variety of ways, including regular newsletters, the notice boards, face to face meetings and verbal discussions when children arrive and leave. Parents have access to children's records and they contribute to discussions regarding their next steps in their development records. The setting works effectively in partnership with external agencies and other providers as appropriate, to ensure children receive the support they need and benefit from continuity in learning and care. Parents are happy with the care and education their children receive, one parent commented, "I feel my child has made wonderful progress, she is very happy here and loves all the staff", another commented "the nursery has a family feel and my child is always talking positively about the staff".

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

Children are making good progress within the Early Years Foundation Stage. Staff have a clear understanding of how children learn and they support children effectively. Children are engaged in their activities and staff use appropriate questions to extend the children's thinking and to stimulate their natural curiosity. Resources are extremely well organised to cover all areas of the curriculum. These, alongside a good balance of adult led and child initiated play encourage children to progress in all areas of learning.

Resources are age-appropriate, reflect diversity and effectively deployed to enable children's easy access. The environment is bright, very well maintained and children's work and information about the setting is attractively displayed on boards. Outdoor play is effectively organised, as staff have aimed to provide activities across the six areas of learning. Recently added resources enhance the outdoor area further, providing greater learning opportunities, for example talking flowers and mirrors.

Staff praise and encourage children's behaviour throughout the day, this adds to their confidence building and creates a productive learning environment. The staff team work closely together; good communication combined with a well established key person system in place, helps to ensure children's individual needs are recognised and met.

Planning clearly arises from meaningful observations of children and this enables staff to strongly promote children's next steps for learning, in partnership with parents. Although, a minority of identified next steps are general and do not clearly define the proposed next step. Children's independence and autonomy is strongly encouraged in the setting and children learn to take care of their environment. Children have good opportunities to develop their knowledge and understanding of the world through a range of projects including, celebrating religious and cultural festivals. The children have enjoyed visits in the community, to the fire station, farm and to the park where they have planted trees.

Children are given good practical opportunities to develop their understanding of number, measurement, pattern, shape and space. They experiment in the sand and water trays and exploring the properties of foam. They use size language to describe and compare, and sing songs that introduce them to addition and subtraction. The activities provided give children opportunities to explore, express their ideas through a good variety of art, design and technology, music, movement, dance and imaginative role play activities. All children enjoy consolidating their skills and are encouraged to experiment with media. An example of this is the babies, supported by staff and the use of appropriate furniture they are able to enjoy free painting at an easel. A good range of sensory materials encourage children to explore and develop their imaginations, a large tent with soft furnishings and sensory material provides a stimulating den. Children's personal, social and emotional development is particularly well promoted in the setting. Children, if unsettled or upset are comforted and reassured by staff

that they clearly have established relationships with. Excellent use of photographs of the children; including photographs to personalise their belongings, promotes a real sense of belonging. Children enjoy sharing favourite stories and are keen to visit the book area, because it is comfortable and inviting. Children are relaxed, motivated to learn and express themselves confidently.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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