

# Little Bo-Peep

Inspection report for early years provision

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**Unique reference number**

EY219159

**Inspection date**

20/10/2010

**Inspector**

Caren Carpenter

**Setting address**

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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*.

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## **Description of the setting**

Little Bo Peep nursery opened in 2002. It operates from St. Lawrence's Church Hall in the Edgware area within the London borough of Harrow. The nursery has the use of the reception area, one large hall and a second room for activities.

A maximum of 34 children may attend the nursery at any one time. There are currently 20 children in the early years age group on roll. Children attend for a variety of sessions. The nursery is registered on the Early Years Register.

The nursery supports children with special educational needs and children with English as an additional language. The nursery opens each week day during term time. Sessions are from 9am to 12.15pm.

The nursery employs six staff to work with the children. Five staff hold early years qualifications.

The nursery receives support from the local authority and the Pre-school Learning Alliance. The nursery is accredited by the Pre School Learning.

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

Overall the quality of the provision is good.

Little Bo-Beep provides a very warm, nurturing and inclusive environment where children are settled and happy. Children make outstanding progress in their learning and development as staff work exceptionally well together to provide an excellent range of learning opportunities relating to their interests and enthusiasm. Written policies and procedures securely underpin the nursery practice and all are available for parents, however, some staff lack knowledge in how to implement the safeguarding policy. Effective partnerships with parents and other settings ensure information relating to individual children's progress and needs is shared successfully. There are robust systems in place for self-evaluation; these are fully developed to ensure the nursery is able to make continuous improvements in all areas.

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

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

- improve the understanding of all practitioners so that they are able to implement the safeguarding children policy and procedure appropriately

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

Effective safeguarding procedures ensure that children are protected. Staff have knowledge of safeguarding children and their roles and responsibilities in reporting concerns. However, not all staff are fully aware of how to implement the procedure to further promote children's welfare. All staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are well cared for. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to eliminate risks.

Rigorous monitoring and development systems result in the nursery operating effectively in all areas. The management has some precise routines for monitoring daily practice and carries them out in order to maintain good standards. These arise through continuous evaluation that includes the views of parents and the early years advisers. Good improvements have been made since the last inspection. For example, children are encouraged to help themselves to fresh drinking water throughout the sessions when they are thirsty. Staff have reviewed and have implemented new planning systems using the observations of the children clearly identifying the next steps in their learning which effectively inform future planning.

There is a good supportive management structure in place. This results in effective teamwork. The manager and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in their staff meetings to discuss and contribute their ideas. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices.

Children are encouraged to play a full part in the life of the nursery because staff understand, respect and value their unique needs. They receive individual care and attention because staff operate an effective key person system and develop very close relationships with children's parents.

The setting works effectively in partnership with parents and carers. Parents receive comprehensive information about the setting. Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, special educational needs, medical or cultural and linguistic requirements. Parents are provided with regular newsletters to keep them well informed about future plans and events. Staff actively encourage parental involvement in the nursery for example, parents come into the nursery to join in activities as well as sharing their own skills with the children. Parents are provided with good opportunities to attend meetings to meet with staff to discuss their children's achievements. The nursery values parents' comments and seeks their views through parents' questionnaires. They act on their suggestion to improve the care and learning experiences for the children as well as developing and maintaining excellent communication between staff and parents. Parents commented on how much their children enjoy coming to the nursery every day and on the welcoming, caring and supportive attitudes of all the staff. This is

evident in the enthusiasm and fun seen in the nursery.

Staff understand the importance of developing partnerships with others. They seek appropriate support from a range of professional agencies, such as the Area Special Educational Needs team to ensure that children with special educational needs and/or disabilities benefit from a positive and rewarding experience. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access excellent resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live. The group has established good links with schools to ensure continued progression of children's care, learning and development.

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

Children make outstanding progress towards the early learning goals and thoroughly enjoy their time in the nursery. Staff have an excellent understanding of the Early Years Foundation Stage, which is reflected in the practice. They successfully plan and provide a very interesting range of activities that captures children's interest well. Children's development is exceptionally well supported through ongoing observations, which lead to effective planning around their interest, at times focused through adult input to specific areas of learning. Teaching is engaging and the staff have an extremely good understanding of the children's next steps in learning and build on this. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete successful ownerships to the child. Children's emotional well-being is well nurtured. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Children know what is expected of them because boundaries are consistently and sensitively applied by caring and extremely supportive staff.

Children have excellent opportunities to develop skills that contribute to their future economic well-being. They are successfully developing their early writing skills, they have excellent opportunities to write for different purposes and have extremely good access to a range of writing resources which they select independently. For example, children have a fabulous time during role play at the hairdresser's as they excitedly write the appointment times on their pads. They eagerly draw pictures of the families excitedly sharing and talking to their friends about their families' pictures. Older and able children are helped when ready to learn phonics and are beginning to read simple books. Children participate and contribute in story sessions and have excellent access to a wide range of quality books which they choose independently for pleasure in the cosy book area. Children use new technology to support their learning as they find out how things work. For example, they thoroughly enjoy using a computer, printer, compact disk and headphones with tremendous individual support from staff. Children make excellent progress in their problem solving and numeracy skills. They learn about

quantities as they weigh a number of items and work out how much more they need. They also count, add and take away using an excellent range of mathematic resources. Children have excellent opportunities during their many nature walks to investigate, explore and observe living creatures which hibernate in the winter months such as hedgehogs.

Children are encouraged to develop a healthy lifestyle through the provision of healthy and nutritious snacks that support their individual dietary needs. They enjoy eating a selection of fresh fruits daily and have good access to fresh drinking water which they can help themselves to when they are thirsty. Children are developing a good understanding of personal hygiene. They are beginning to make good connection between participating in regular hygiene routines and maintaining good health. This includes regular hand washing after using the toilet and before snack times. In addition through discussions with the children at circle times and group time activities they are reminded about the importance of washing their hands to prevent germs from spreading. Children are making outstanding progress in their physical development; they enjoy daily walks into the community and around the church grounds during nature walks and use the excellent range of large fixed equipment in Cannons Park.

Children are learning well how to keep themselves safe. For example, new children that are being settled are learning that in order to keep safe while accessing, for example, the climbing frame and the balancing beams. They know they must wait for their turns and to be aware of other children around them.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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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