

The Little Red Hen Nursery School

Inspection report for early years provision

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Inspector

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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

The Little Red Hen Nursery School was registered in 2009. It is located in church premises located in a residential road in Battersea. The setting provides 36 places for children aged two years to under five years. The nursery is open during school term time and holiday clubs are offered during school holidays for children. Sessions take place from 9.30am to 12.30pm and from 1pm to 3.30pm.

The premises consist of a large hall, a store room, a wide corridor, a kitchen and toilet facilities. Children have access to a partly covered courtyard which is enclosed on all sides and a garden area outside which is accessed directly from the main hall. The manager and member of staff have appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently nine children on roll all of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Since the last inspection the leader has developed positive links with others such as the early years advisory team at the local authority to improve the outcomes for children. Also to address the gaps in training such as Special Educational Needs training. Children make progress in an environment where staff use observations and assessments to plan for their individual needs. Children are safe and generally engage in activities, which promotes their understanding of healthy habits. However, arrangements for nappy change are not suitable. The partnership with parents means that they receive clear information about the activities and business arrangements, however, there are no formal systems to meet with parents to discuss their children's progress. The leader is yet to develop systems self evaluation and to involve others in the process.

What steps need to be taken to improve provision further?

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

- improve the facility for nappy changing
- ensure staff have up to date Special Education Needs training
- develop formal systems for self evaluation

The effectiveness of leadership and management of the early years provision

Children are safeguarded because regulations are met and arrangements and

policies for safeguarding are in line with requirements. The written policy and information from the key agency is on display so parents and staff know how to deal with concerns. Staff are sufficiently trained and has the required qualification to work with young children. Systems are in place to protect staff and children whilst vetting procedures are in process. Daily risk assessments are carried out and the leader takes reasonable steps to ensure that children are safe indoor and outdoors. The main door is locked during operational times. Records required for the safe and effective running of the nursery are up-to date and readily available for inspection. Parents complete registration form and provide information about their children and other members of the family in line with requirement. This promotes the children's welfare and ensures individual cultural, religious and linguistic needs are met.

Members of staff are encouraged to attend training through the Local Authority and have a copy of the training manual. Meeting with staff ensures they have all the skills and resources to carry out their role, it also enables the leader to communicate her vision for the nursery, evaluate the success of the weekly activity and where to make improvements. Although, staff plan for individual children learning, staff do not have up to date Special Educational Needs training.

Since the last inspection the leader has developed strong links with other such as the Early Years team at the local authority to improve the outcomes for children and to sustain improvements for the children. This is evident in the arrangements to plan and record the children's progress.

Parents are kept informed in a variety of ways about the activities and the business arrangements. The key person systems ensure they receive the correct information so they can contribute to their children's learning. Parents are full of praise for the wonderful service they receive and the progress their children have made. However, during discussion, the leader identified the need to develop more formal systems to meet with parents to discuss their children's progress and to monitor their comments and suggestions. The leader is a member of Wandsworth Independent Nursery, which meets quarterly with other nursery leaders to discuss work practice. Leader also has links with local schools and prior to the children starting school she visits prospective school and meet with head teachers and members of staff. This gives an opportunity for her to gain information about the school to pass on to parents.

The leader is yet to develop formal systems to reflect, review and monitor her practice and to involve others in the process. However, during discussion she identified areas of strengths and areas for improvements.

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

Children make sound progress in their learning and development because staff have a secure knowledge and understanding of the Early Years Foundation Stage

framework. Staff use the information parents provide about their children's capabilities to plan and deliver interesting learning experience under the six areas of learning. Resources are effectively organised so that the children can see at a glance what is available and make independent choices. The children are confident, secure and settled in their environment and enjoy the ample opportunities they have to initiate their play. Children show persistence and sit quietly when appropriate. For example, they select a range of tools to build, construct and create simple patterns. The children are well behaved and cooperate during group play, they show respect for each other and carry out tasks for each other. Children develop awareness of their own feelings, show consideration for the others and compliment each other. For example, at registration time they ask staff about the children who are absent.

Children and staff build strong relationships ; lots of praise, encouragement and clear explanations from adults about what they want the children to do greatly promotes the children's self esteem. Children take pride in their work and happily show the finished product to staff. Children are equally happy to play on their own or with their peers. They know the routine and indicate on the clock when its tidy up time. Children develop skills for the future and contribute to their learning; they show initiative and take responsibility to sweep the floor at tidy up time and carefully put the toys in the correct boxes. Children act as helpers; they use their mathematical ideas to problem solve practical problems such as setting the table at snack time. The environment is laden with beautiful posters, books which promotes equal opportunity for all the children and promotes their understanding of diversity and difference.. Activities such as musical movements enables the children to move imaginatively to music. Children show persistence as they use different shapes to create pictures for Christmas.

Staff make satisfactory use of written observations and assessments to plan for the children's learning. Effective planning means that children have lots of opportunities to explore numbers and use numbers up to ten to create bigger numbers. The letter of the week and objects of interest reinforce learning and allow the children to look and ask appropriate questions. This also promotes the children's ability to understand that print carries meaning. Children recognise their names and use their early phonic knowledge to sound and pronounce letters and words in the book. Children independently use a variety of writing implements to mark make; they use stencils to follow a pattern and write their names from memory to label their work.

Children adopt healthy habits and follow appropriate hygiene routines; they wash their hands before and after handling food and after each visit to the toilets. They understand about the importance of washing their hands as a way to get rid of germs. They attend to their personal needs without prompt from adults and help themselves to a tissue to wipe their nose and discard of it appropriately. Play in the garden and structured activities within the classroom such as Yoga enables them to engage in physical exercise as part of a healthy lifestyle. Clear systems are in place to ensure children receive the correct medication and treatment to promote their welfare. Through books, discussion and musical movement children learn how their body works especially when they are active. Children enjoy healthy snacks of fruit and drinks and they have individual water bottles to help

themselves to water. The arrangements to change the children's nappies are not suitable.

Children show a high level of safety in their play; they think carefully before they jump over objects and carefully carry items within the classroom. Within the classroom good safety devices are fitted such as electric socket covers and radiators are covered fire doors are easily identified. Children know what is expected of them and demonstrate a clear understanding of how to stay safe independently of adults prompts. For example they wait at the door for a member of staff to take them outside. Indoors they play musical bean bags and move safely to avoid accidents. They understand what actions to take to keep themselves safe because they participate in regular fire drills. Additionally, visitors sign and state the purpose of their visit.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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