

# Little Herons Emergency Childcare Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY240394
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Caroline Preston
<b>Setting address</b>	50 Bank Street, London, E14 5NS
<b>Telephone number</b>	0207 719 0719
<b>Email</b>	
<b>Type of setting</b>	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 Herons Emergency Childcare Centre is one of five nurseries run by Fran n brue Limited. It opened in March 2003. It operates from a converted retail unit on the ground floor of the Northern Trust building in Canary Wharf, which is within the London Borough of Tower Hamlets. Children have access to a small enclosed outdoor area. It is open each weekday from 7:30 am to 6:30 pm all year round. The nursery is registered on the Early Years Register and compulsory and voluntary part of the childcare register. A maximum of 53 children may attend the the nursery at any one time. There are currently 53 children aged from birth to under five on roll, some in part-time places.

Little Herons provides emergency child care for children who live or whose parents work in Canary Wharf, and whose regular child care arrangements are not available for a short period. It has been agreed that they will offer places for children under three years to attend on a permanent full day care basis, and still offer places for emergency childcare. There are thirteen employed members of staff who work directly with the children, all of whom have early years qualifications to level 3. The centre has support and mentoring from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children overall have sound opportunities to learn and develop. They are cared for in a safe and secure environment, close to natural resources such as the River Thames. Partnerships with parents are developing as parents are encouraged to become more involved with their child's learning. Partnerships with other professionals are sound as staff train with the community nurse to support children with allergies. Strong self-evaluation supports improved practice, as all staff take part in evaluating their practice in each playroom. This supports the well-being of the children.

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

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

- provide activities to promote the use of ICT equipment
- use talk to describe what children are doing and encourage their learning
- develop activities to promote children's awareness of others

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

Children are safeguarded as staff understand possible signs and symptoms of abuse, such as change of behavior, staff are clear about procedures such as informing senior staff of any concerns. The owner is the dedicated named person for safeguarding concerns. Staff attend training twice a year including safeguarding, whistle blowing and curriculum training, they are also all first aid trained. All required documentation is in place to support the smooth running of the setting, including a range of policies, staff and children's records and all relevant parent information. Regular monthly staff meetings include any new practice, looking at how the setting is run and how to improve practice. All staff have undergone suitability checks, daily risk assessments are carried out by senior staff, playroom staff check for breakages of equipment, closing safety gates and doors and any other possible hazards. A daily register of children's attendance and staff attendance is available, as well as written individual routines of children, for example, sleep and eating routines.

Resources are appropriate for the age and stage of the children, there are three playrooms for the fulltime children and one large playroom for the emergency childcare provision. Staff are deployed so that children are supervised at all times, when numbers are high in the playrooms, staff plan visits out in small groups so that children can enjoy outdoor play and indoor play during each session and enjoy smaller quieter group sessions. Children, who attend the emergency childcare provision, make choices about their play, as they arrive each day, as they have a set number of days paid for them by their parent's workplace, all of which vary but mainly the maximum is twenty days. Children follow their own interests, a sound range of play resources support their learning. They enjoy play that includes role play with dolls, small wheeled toys, sticklebricks and small world toys. The playroom is divided into two sections, one section is used for the younger children, the other for the older children. This supports the individual needs of the children.

Staff from each playroom evaluate their own practice which is done regularly throughout the year. For example the emergency childcare provision evaluated in may 2010 areas of learning, physical development, numeracy and creativity which was a bat and ball activity. In June 2010, the group planned on providing a safe and secure space but is still challenging, they planned on doing this by continuing to observe children and letting children explore for themselves. Therefore each month activities are planned around the curriculum, which supports improved practice. The management team also evaluates the settings progress by using a self-evaluation checklist to ensure all areas of practice are evaluated and continuous improvement is in place.

The management team work hard to embed ambition and drive improvement, the current manager has been in post for the one year. She has worked with the staff to change and improve practice, for example each playroom developing their own self-evaluation document. This supports individual development for staff and better practice.

The setting supports diversity as all staff treat children fairly, play resources are available to all, and all parents and children are welcome into the setting. Parents are asked about their views, on how the setting can be improved and become more involved with the setting, for example open play sessions. Policies and procedures clearly show how the setting is run and this supports the care and education of all children.

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

Young children enjoy sitting together, singing a range of nursery rhymes including jumping bean, they hold staff's hands and jump up and down which supports their physical development and creativity. Small children are supported putting together a table top train set, which supports early problem solving skills. They sit together at small tables taking part in threading activities. However staff miss opportunities to use talk to describe what children are doing and encourage learning.

Young children take part in activities including, brushing teeth colour flash cards, play dough and free drawing. They play with the train set, people of the world, aeroplanes and puzzles, soil and dinosaurs and number flash cards. Children enjoy building blocks, hand painting, chalk boards, circle singing and the obstacle course. Planning includes activities such as, mirrors and dressing up hats, sand play with shells, pull along toys, story time and puppets, lap tops and phones and bubble wrap popping.

Young children are awarded certificates, when they have achieved and progressed in their development for example, building relationships with special people and when they are able to respond to simple requests and respond to a small number of boundaries with encouragement. All development is recorded by keyworkers and kept in individual folders available to parents. Recorded snapshots of development areas are recorded for example in creative development observations of individual children playing with play dough and squeezing the playdough between fingers. Other rewarded snapshots include an observation of a child taking part in spray painting activity. Early year's foundation stage, parental reports are shared with parents, which include progress in all six areas. For example in the area of personal, social and emotional development, staff record how a child has settled, what he enjoys playing with and how he shows what he likes and dislikes such as pulling different faces. Young children enjoy being taken for a walk into the local area, in which they can view the river Thames and large buildings.

Children learn about safety by not running, learning to handle scissors and sit at the table safely, children wear shoes so don't slip and when out on walks, wear safety straps and learn about road safety. Children are encouraged to use forks and knives during lunchtime, this supports their understanding of safety.

Young children learn about adopting healthy lifestyles, as they enjoy snacktime after helping staff to put away toys, they firstly wash their hands in a bowl of

soapy water, before wearing bibs to protect clothing. They are offered water, milk and fruit all of which promotes healthy eating. Children enjoy a varied menu including vegetables, chicken and rice, pasta meals with fruit and yogurt, BBQ chicken with parsnips and sweet potato wedges, mild chili with mixed vegetable and jacket potatoes and banana and custard. Children who attend the emergency childcare provision bring in their own packed lunches, which they enjoy as they sit together and chat with each other and staff. This supports their feeling of belonging as children may have met each other for the first time and are not that familiar with the setting and routines. Children are taken out for walks into the local environment and enjoy visits to the library and local park, all of which supports physical development.

Children behave well and enjoy each other's company, they make choices with their play as they move around the room, however there are too few opportunities to learn about the wider world. Some play resources reflect differences as well as posters displayed around the room. Staff have a sound understanding of supporting children with any additional needs, for example staff have undergone EpiPen training to support children who may have a severe allergic reaction to certain foods. Staff worked closely with Community children's Nursing team. Children celebrate Chinese New Year and parents have discussed with the children about their own backgrounds such as India, when settling their child in, showing and talking about their national costume, which was a spontaneous activity. Children learn about the wider world by visiting the Newham city farm, aquarium and London city airport to watch the planes take off.

Children develop skills for the future as they take part in role play activities and have some access to programmable toys. However too few play resources and equipment are available that support children's learning in ICT. Young children are learning to negotiate during play, for example sharing the dolls. However there is too few opportunities to learn about number and calculation during everyday activities.

## 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>	3
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	3
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met