

The Little House Day Care

Inspection report for early years provision

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| Unique reference number | EY320354 |
| Inspection date | 28/02/2011 |
| Inspector | Josephine Geoghegan |
| Setting address | Napier Hall, 1 Hide Place, London, SW1P 4NJ |
| Telephone number | 07800 531271 or 0207 592 0195 |
| Email | |
| 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 House Day Care was registered in March 2006. It operates from a building in the London borough of Westminster. There is an outdoor play space.

The group is registered to care for a maximum of 50 children. The day nursery, which is situated upstairs, is registered for 20 children aged six months to three years. Opening times are Monday to Friday 08:00 to 18:00 for 50 weeks of the year.

The nursery school, which is situated downstairs, was registered in 1998 to care for 30 children aged three to five years. Opening times are Monday to Friday 09:30 to 12:30 term time only.

There are currently 54 children on roll. 16 members of staff are employed at the setting. Over half of whom have a child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The capacity to maintain continuous improvement is strong as staff use a range of methods to evaluate the quality of the service and take positive steps to promote improvement. Good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively, with outstanding aspects relating to the outcomes for children. This is due to staff's high levels of interaction with children and the provision of a well planned and balanced curriculum that supports all areas of children's learning and development.

What steps need to be taken to improve provision further?

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

- review the use of equipment available to support children and staff during mealtimes, including suitable seating for staff while bottle feeding babies
- develop the consistency of methods used to record assessments of children's progress to ensure all staff make sensitive observations that identify children's learning priorities
- complete the organisational review of all documents.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children and protect them

from harm as staff have attended relevant safeguarding training and ensure relevant documents are easily accessible. Robust vetting procedures are implemented to ensure all staff are suitable to work with children. Staff participate in induction programmes and systems of appraisal; they have good opportunities to attend training, extending their knowledge of childcare and education.

All required documentation is in place which is used and stored appropriately, such as records of attendance and any accidents or medication administered. Deployment of resources is effective as staff maintain high levels of support and follow children's interest during play. They ensure the use of time is effective, enabling children to engage in a broad range of exciting activities that motivate them to learn. Staff successfully implement a broad range of policies and procedures that support the management of the service and use other supporting documents, such as risk assessments of the premises and outings. However, documents are not well organised as the current review of documents by staff is incomplete, as a result both new and old documents are currently available.

Promoting equality and diversity is embedded in staff practice as they provide children with a broad range of activities aimed at developing their knowledge and understanding of the world. They help them learn about cultures and beliefs through well planned activities relating to a variety of festivals. Children use a range of books and toys that promote positive images of people in the community. Good systems are in place to support children with identified additional needs and children who use English as an additional language are supported well by their key workers. Staff are developing good partnerships with other professionals and local schools.

Staff show high regard to driving improvement as they have successfully met all recommendations raised at the last inspection. They have completed a thorough and realistic self-evaluation relating to all aspects of the provision which highlights their strengths and areas that they plan to develop. Staff ensure engagement with parents is strong by making time to discuss each child's day when they are collected. In addition, parents are offered a wide range of written information, such as weekly records relating to the care of younger children, home contact books and regular newsletters. They are kept well informed about their children's progress through regular reviews with staff and via their children's photo assessment books. Parents also have good opportunities to give their views through annual questionnaires which show that parents feel that their children are very happy at the setting. In addition, parents spoken to at the time of the inspection stated that their children are very happy, that staff are fantastic, welcoming and they are like a family.

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

Children benefit from a stimulating learning environment that is well organised to meet the age and abilities of the children attending each group room.

Older children have access to a broad range of resources that are organised in the main hall to reflect all areas of learning. Resources are of good quality and include a range of Montessori equipment. Younger children benefit from clear play space, enabling them to crawl and develop their walking skills in a safe environment. Toys and books are stored at low level in all group rooms, enabling children to select resources and work independently. Children have access to a good range of child sized furniture and equipment, although the use of equipment available to support children and staff comfortably during mealtimes or while bottle feeding babies is less well organised. Staff show high regard to maintaining good standards of hygiene practice during meal times and nappy changing routines, helping to stop the spread of infection. Children are appropriately supported in the event of an accident or illness as staff hold current first aid qualifications and follow appropriate procedures that promote children's well-being. Children's individual dietary needs are known and their independence is fostered well at mealtimes as they make choices of food they would like to eat. They are offered a balanced diet that includes a cooked meal and healthy snacks with plenty of fruit and vegetables, helping them to adopt healthy lifestyles. Children have good opportunities to gain regular exercise and fresh air during outside play and regular outings in the local community.

Good systems are in place to promote children's safety within the setting and while on outings. Children participate in regular emergency evacuation drills and staff support them well in learning expectations of their behaviour. As a result, children are well behaved and respond appropriately to the daily routines. They use toys purposefully during play and help tidy them away after use; this enables them to take responsibility and show a positive contribution to their learning environment. In addition, children show good relationships with staff and each other, for example, older children play cooperatively and freely engage in conversations during play. Younger children enjoy lots of cuddles, helping them to feel safe and secure. Children benefit from high staff ratios, enabling them to be well supervised and supported at all times.

Staff use a range of methods to record children's progress. They make observations that are linked to the expectations of the early learning goals and use this information to aid future planning, although staff consistency regarding the use of the assessments is less well established. In addition, children have a record book of photos of them participating in activities and outings with information of staff observations; these are constantly available to parents, ensuring they are kept well informed about their children's progress. Good systems are in place to ensure any additional learning needs are identified as staff work closely with parents and a range of professionals. The outcomes for children are outstanding as staff plan a broad range of interesting activities within the setting, including extra curricular activities with peripatetic teachers who provide sessions in music, French, dance, yoga, sports and drama. In addition, staff plan the daily activities to reflect children's learning needs and interests and incorporate time for free-play, adult-led activities, Montessori activities and whole group times, such as stories and songs. Children benefit from participating in indoor and outside activities throughout the day and learn about their environment through frequent outings in the local community. They use a range of climbing apparatus in local parks and play areas, enabling them to develop their physical skills and visit places of interest

that extend their learning and support topics and themes that they are focusing on.

Children have excellent opportunities to develop their skills for the future as they are keen and interested to learn. Babies move freely and explore a variety of resources and enjoy music as they gig along and use percussion instruments with enthusiasm. Younger children enjoy being imaginative and imitating while using the home corner while older children become engrossed in role play, enabling them to re-enact real life experiences. All children enjoy listening to stories and join in appropriately. They actively sing songs from memory and join in with the actions. Children's language skills are supported well, as from babies to older children, staff provide high levels on purposeful interaction. Older children are developing their writing skills well as they write well formed letters. All children have excellent opportunities to be creative as they use a range of paint, collage and malleable materials, enabling them to develop their free creative expression. Children develop their problem solving skills as they use a variety of puzzles and construction sets effectively. Older children make good comparisons of shape, size and show an awareness of number during play, for example, as they discuss the construction sets they are using. Children have good opportunities to learn about technology as they use the computer with staff and show an awareness of the computer program. Overall, all children have excellent opportunities to participate in activities and outings that support all areas of their learning and development effectively.

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

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| 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 | 2 |

The effectiveness of leadership and management of the early years provision

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| 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 | 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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