

# Little Elms Lee

Inspection report for early years provision

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<b>Unique reference number</b>	EY417692
<b>Inspection date</b>	20/04/2011
<b>Inspector</b>	Silvia Richardson

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<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*.

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## **Description of the setting**

Little Elms Lee, of Little Elms Day care Nursery Limited, was registered in 2010. It is registered on the Early Years Register for 40 children in the early years age group. There are currently 60 children on roll in the early years age group. The setting receives funding for the provision of free early education for children aged two, three or four. The nursery is situated in Lee in the London Borough of Lewisham. There is suitable disability access and enclosed outside play areas to the front and rear of the property. The premises is a converted residential property. Pre-school children aged two to four years are accommodated on the ground floor. Children from three months to two years are cared for in two groups on the first floor. All children have access to outside play areas. There are nine staff working directly with the children. Additionally there are sessional staff employed on a part-time basis. At least half of the staff, including the manager, hold early years qualifications to NVQ level two or three. The setting receives support and training opportunities from local authority early years advisors.

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

Overall the quality of the provision is satisfactory.

The setting is very well resourced, providing a broad range of good quality toys, play materials and equipment to support children's learning and development. The nursery environment is bright, attractive and welcoming, with a good deal of visual information available about the provision. Most children are happy and enjoying a variety of adult led and child initiated activities. Learning experiences are variable, with some children having greater opportunities than others to enjoy inclusion and equality in group activities. The setting has a sound capacity for maintaining continuous improvement, having evaluated some aspects of the provision well.

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

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

- review the operational plan, evaluating how resources and activities are organised, promoting equality of opportunity and inclusive learning experiences
- develop approaches for managing separation anxiety and children's expression of feelings

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

Safeguarding children policy and effective procedures are ensuring children are safe and protected in the setting. Staff are familiar with guidelines for recording

and reporting, should child protection concerns arise. Adults are appropriately vetted for suitability to work with children. They are vigilant in maintaining safe play areas and minimising potential hazards. Group activities, such as baking, are affording children some good opportunities to work together, to learn to share and take turns. However, arrangements do not acknowledge children's different learning styles, such as preferences to stand rather than sit down for practical activities. Generally resources are deployed and organised effectively to enable children to have some free choices. However the best use is not made of rooms and areas available, so that noisier activities impact on quieter ones and as a result, children are less settled at times.

Management have effectively evaluated the need for stronger leadership, to drive improvement in better outcomes for children. However the overall operational plan has not been fully reviewed since the provision was registered, so as to clearly establish what is working well and less well. Some staff teams are better than others in evaluating their provision for children, effectively driving improvement in their rooms, so that individual needs are met well. Most parents and carers are engaged effectively and actively involved in arrangements for children's learning, such as contributing to projects. A good deal of information is exchanged and shared. Parents and carers express much satisfaction, especially positive relationships with staff and good quality resources, as strengths of the setting. Partnerships with other agencies are sound and suitable links are established to support children with specific needs.

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

The planned programme and schedule of activities is affording children experiences across all areas of learning. Most children enjoy a balanced range of activities with daily access to the rear garden for outdoor play. Children are making steady progress from their starting points and suitable systems are in place for monitoring their development and acquisition of skills. Generally children enjoy activities, especially free choices, selecting toys and sharing their achievements with staff. Children are praised and actively supported during their activities, motivating their learning. Staff are keen to build on children's interests and next steps; planning incorporates these successfully. However, children's individual learning styles are not fully appreciated, particularly the different ways in which boys and girls learn. As a result, some boys are not fully enjoying and achieving in adult led group activities, such as music.

New children sometimes take a while to settle, before they feel safe and secure in the setting. Staff try to distract distressed children with toys and activities, to manage separation anxiety. Children's expressed feelings are not always fully appreciated and understood by all key workers. As a result, periods of tearfulness are sometimes prolonged. Most children feel safe through secure relationships with staff and consistent, familiar routines. Children generally share well and play co-operatively. They make a positive contribution through picking up toys and putting them away after use. Children adopt a healthy lifestyle through opportunities to be

active outdoors, suitable hand washing routines and the provision of nutritionally balanced snacks and meals. Children are beginning to develop skills for the future, including recognising their name and opportunities for independent learning.

## 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	3

### 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>	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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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