

Little Unicorn Day Nursery

Inspection report for early years provision

Unique reference number EY306794
Inspection date 02/06/2011
Inspector Caroline Preston

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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

Little Unicorns Nursery is one of four nurseries run by Fran n Bru Limited, it opened in 2005. The nursery operates from purpose built premises, within a commercial building in Canary Wharf in the London borough of Tower Hamlets. The nursery serves the local community and is open each weekday from 7:30am to 6.30pm for 51 weeks of the year. There is an outside play area for children. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children in the early years age group may attend the nursery at any one time. There are currently 97 children aged from under two to under five years on roll, some in part-time places. There are 22 members of staff; all hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's individual needs are met and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children take part in and learn from a stimulating range of activities, which helps and supports their learning well overall. Children are safeguarded by robust procedures. Self-evaluation identifies any weaknesses in practice and steps have been taken to develop this, which will benefit the children. Partnerships with parents and other professionals are strong, helping to meet the individual needs 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 opportunities for children to work alongside artists and other creative adults so that they see first hand different ways of expressing and communicating ideas and different responses to media and materials.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. Staff are knowledgeable and know the procedure to follow if concerns were raised, this supports children's welfare. Risk assessments are effective in eliminating any dangers in the nursery or when taking children on trips. Leaders and managers consistently communicate high expectations to staff about securing improvement and embedding ambition; this is done during regular staff meetings and day to day monitoring. Consequently, children are offered better care and education.

Resources are good and meet the needs of the different ages of children who

attend the nursery. These are varied and stimulating, helping to keep children interested, motivated and able to learn. Staff are deployed well over the six playrooms and breakfast time is organised effectively. Children know all the staff, which helps them to feel secure in the nursery. Equality and diversity is promoted well through day to day practice, children are all offered individual care and education specific to their needs. Outside professionals work closely with staff to develop plans for children with additional needs. Play resources are positive in promoting different backgrounds, therefore children learn to respect each other.

Partnerships are well established and make a strong contribution to children's achievements. Effective communication helps identify any specific needs and steps are taken to support children in their learning. Highly effective relationships with parents are evident in the daily communication they have with staff. Parents are involved with their child's progress and are given regular feedback.

Self-evaluation is robust in identifying any weaknesses in childcare practice; for example, additional support and training was given to staff in one group room and this has helped them to improve so that the children benefit from better care and education.

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

Staff have a good understanding of the learning and development and welfare requirements. They offer children a varied and consistent learning environment that helps them to develop and have fun. Designated staff members work closely with the staff in the six playrooms, developing their knowledge of the Early Years Foundation Stage curriculum. This means that the nursery is organised and consistent in delivering the six areas of learning to children, which helps them to learn through play.

Children are confident and use language imaginatively to organise their thinking. They are able to sing and use sign language. Children are encouraged to use books and enjoy listening to stories. They mark make with jelly and cornflour and recognise numbers and letters in the environment. Children show curiosity and interest in programmable toys, such as the computer. They discuss passed events in their lives; for example, what they did at the weekend. The children enjoy taking the nursery's soft toy 'Miffy' home. Parents are encouraged to write about Miffy's time with them and their child, which helps support home and nursery links. Children enjoy physical activities. They climb up and down the climbing frame with skill, ride and manoeuvre bikes and control balls as they throw or kick them. Children behave well and show respect as they play and learn in all the playrooms.

Children learn about number as they search for hidden number cards in the playrooms and across the nursery. They problem solve while putting together puzzles and building with blocks and take part in board games. Children's creativity is valued as they paint, mould jelly with their fingers and take part in role play in the large playhouse. However, opportunities to work alongside artists and other

creative adults have yet to be established, in order to further develop their creative skills.

Children are secure in the nursery. They learn about safety; for example, the stop sign and to walk in a line as they walk through the corridors of the nursery. They behave well and learn about road safety. Children show awareness about what constitutes a healthy lifestyle. They enjoy nutritious meals cooked in the nursery and adopt good personal hygiene routines. Children enjoy physical activity as they run, jump and climb. Children develop skills for the future during role play, while using programmable toys such as phones and tills and taking part in cooking activities. Children show they have high self-esteem when they play. They are happy and settled and have developed strong relationships with each other and staff. They learn about the wider community through play resources that are reflective and positive of differences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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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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