

# Little Fingerprints

Inspection report for early years provision

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**Unique reference number**

EY409576

**Inspection date**

15/06/2011

**Inspector**

Pamela Bailey

**Setting address**

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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).

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## Description of the setting

Little Fingerprints is run by Little Fingerprints Ltd. It opened in 2010 and operates from five rooms in a detached house. Children have access to two outdoor play areas. The nursery is situated in a residential area in Forest Hill and located within the London borough of Lewisham. It is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 39 children may attend the nursery at any one time. There are currently 44 children aged from birth to under five years on roll, some in part time places.

There are 10 members of staff, seven of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 2 or 3. The nursery provides funded early education for three and four year olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promotes many aspects of children's welfare and learning, overall. Children are safe and secure and enjoy learning about their local area and the world around them. The partnership with parents and other agencies are a key strength in making sure that the needs of the children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Most records, policies and procedures required for the safe and efficient management of the early years provision and to meet the needs of the children are in place. Those in charge have a good understanding of the strengths of the early years provision. They have been successful in making and sustaining improvements and know what the setting needs to do to secure continuous improvements.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 29/06/2011

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

- review the equality of opportunities policy so that it includes support for

- children with special educational needs and/or disabilities
- review the location of the water dispenser to ensure that all children can help themselves and think about their own personal needs
- improve observational assessments of each child's achievements to provide a clear link to the expectations of the early learning goals and use these to identify learning priorities in order to plan experiences that meet each child's needs.

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

Robust steps are taken to safeguard children, including effective recruitment procedures for all adults. This ensures the suitability and qualifications of all adults looking after children or having unsupervised access to them. Well-established management responsibilities in relation to child protection include relevant designated staff and clear policies and procedures ensures that all staff are aware of their duties to protect and promote children's welfare. Staff are vigilant about safety and have taken positive steps to ensure that risks and hazards to children are kept to a minimum. However, they do not keep a record of the risk assessment as stated in the specific legal requirements.

Those in charge communicate ambition and drive and have secured improvements well. For example, the setting has received funding from Lewisham capital funds. This has helped them to purchase good quality equipment and resources that support children's learning across all areas. They have also expanded the rear outdoor area and refurbish the front outdoor area creating a safe and secure environment with more space for children of all ages to enjoy outdoor play and explore the natural environment. The large pram that accommodates four to six children enables staff to take babies for walks in the local community and trips to the library and parks. The nursery participated in the London Borough of Lewisham pilot scheme 'Every Child a Talker' and is now able to mentor other nurseries. Plans for the future are already in place to ensure that all staff attends first aid training, all unqualified staff can gain a professional qualification or those who hold a level 2 qualification can gain a higher qualification. This shows that the setting has the ability to raise standards based on what they have accomplished so far and maintain high standards.

Good positive relationships have been established with parents and carers ensuring that the needs of all children are met. Staff organise their time well to ensure that all relevant information is exchanged. Parents are kept well informed about their children's achievements, well-being and development. The newly purchased camcorders and TV monitoring screens means that parents can view what their child does during their time at nursery and capture special features. Staff help parents and carers to support their children's learning in different ways. For example, contributing and taking part in special events, such as helping children to make special hats for the Easter parade, supporting their children with the home reading club and creative activities that signifies current themes within the nursery. The setting regularly asks parents for their views and children have some good opportunities to share their ideas and be involved in some of the decision making

procedures. Parents comment highly on the nursery's welcoming environment, involvement in events and their children's progress. There is a good range of positive images and resources available for children that staff use creatively to promote respect for diversity and promote positive attitudes to differences in gender, ethnicity, language and culture.

Staff are very alert to the early signs of need that can lead to later difficulties. The Special Educational Needs Coordinator is fully trained and supported. She links with other professionals, such as the local authority intervention support services and provides leadership, drives improvement by cascading information and helping to design effective interventions. For example, where staff identify a child's need for additional support they share information and records at an early stage with parents and where appropriate, with interagency teams. Staff have access to specialist knowledge, skills and communication aids that enable them to meet the needs of a wider group of children including those whom speak English as an additional language and those with communication difficulties. However, the equality of opportunities policy does not include support for children with special educational needs and/or disabilities. Children are supported to have a smooth transition into the over threes' room through planned visits and staff have begun to develop links with the local schools for which children may be moving on to.

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

Overall, children are making rapid progress in their learning and development but too little attention is given to tracking children's progress towards the early learning goals. Observational assessments are not consistently monitored or used sufficiently to inform planning and support progress for individual learning. For example, although all children take part in a vast range of creative experiences, some drawing and painting activities for younger children are not always sufficiently adapted to enable more able children within the group to use their initiative and develop their imagination, creativity or skills in mark making. Children begin to recognise their names on individual coat pegs and older children take part in the self-registration systems. They listen intently to stories, learn new words and predict what happens next. Children join in enthusiastically when singing action rhymes and are learning about numbers, patterns and weight through a range of practical experiences, such as when making play dough and biscuits.

Well-planned activities and outings offer the children lots of experiences, such as learning about the community and different cultures. Children take part in events, such as Black History Month, Chinese New Year, Diwali and St Patrick's Day. They take the nursery bear on family holidays, contribute to the bear's diary of adventures and bring back artefacts, clothes and objects that represent the countries they have visited. Children have access to a good range of equipment where they are able to explore information and communication technology. For example, operating computers, listening to stories using head phones, cameras to take pictures and watching themselves on the camcorders.

Interaction between children and adults and children and their friends are good. They share news about themselves and their families and children are encouraged to inform their parents about their day helping them to feel valued and develop a sense of belonging. Children help to make the rules for using outdoor equipment and the computers. Staff's gentle reminders help younger children to understand what is expected of them. Children move towards independence as they learn to dress and undress themselves. Older children are given responsibility for serving their own meals. However, the location of the water dispenser is not easily accessible for all children to help themselves to fresh drinking water. Children learn how to keep themselves safe and become familiar with the routine in the event of an emergency as they regularly practise the emergency evacuation procedures.

From an early age, children learn the importance of good personal hygiene through well implemented routines. Older children automatically wash their hands after visiting the toilet and take care of their own personal needs. They learn the importance of washing hands at other times, such as before handling foods and know this helps to prevent the spread of germs. Good topics about health, contributing to the menu and taking care of the nursery bears, one of whom has allergies, help children to understand the need for good diet and maintaining a healthy lifestyle. Children have plenty of opportunity to play outside. They show an awareness of others when participating in music and movement. They are able to dig in the garden plot, manoeuvre wheeled toys and scramble through the tunnel which helps to develop their physical skills.

## 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>	2
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	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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### Outcomes for children in the Early Years Foundation Stage

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