

Inspection report for early years provision

Unique reference number	EY432197
Inspection date	04/01/2012
Inspector	Caren Carpenter

Type of setting	Childcare - Domestic
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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 Smile Nursery was registered in 2011 and operates from a three bedroom house within the London Borough of Brent. The provider lives at the premises with her husband, her young son and an adult household member. Children have access to two rooms and a toilet on the ground floor and one play room and a bathroom on the first floor. There is an enclosed outdoor area for outdoor play. The setting is registered for a maximum of 15 children under eight years, of these not more than 15 may be in the early years age group, and of these, five may be under two years at any one time. There are currently 14 children in the early years age group on role. The setting supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is open each week day from 8.00am to 5.00pm, 49 weeks of the year. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting employs five members of staff including the manager. Four staff hold early years qualifications, the manager and deputy are completing the Early Years Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning development as staff work well together to provide a broad and balanced range of learning opportunities relating to their interests and abilities. However, staff do not consistently ask open questions to support and extend children's thinking during activities. All children are valued, cherished and are treated with respect in a safe and inclusive environment. However, key words in children's different home languages are not displayed. Staff work exceptionally well in partnership with parents and with a wide range of professional agencies ensuring that each child's needs are successfully met. The manager has a clear vision for the continuous development of the nursery and is working effectively with staff and parents to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve opportunities for staff to offer children encouragement during activities, to clarify ideas and ask open questions to support and extend children's thinking to help them make connections in their learning
- display a list of words from children's different home languages and use this to further develop children's speaking and listening skills.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected. Staff are aware of child protection policies and their responsibilities with regard to children's welfare. Robust recruitment procedures ensure that staff are suitable to work with the children. Procedures, such as recording visitors to the nursery, and thorough risk assessments which cover all areas and equipment, enable children to move freely and safely within the nursery.

The provider aspires to provide high quality childcare and regular reflects on the practice within the nursery. This ensures continuous improvement is sustained and further enhances a nursery that already meets the needs of all the children very well. High priority is given to developing staff's knowledge and expertise through ongoing training. The premises is organised well to meet the needs of the children and to ensure it is safe, secure and welcoming. The manager and all staff work effectively as a committed team to provide good quality care and education for children. Policies and procedures are written clearly and are an effective aid to staff in their daily practice to support children's welfare. Quality resources are deployed to enable children to make good progress in their learning and development.

Children's understanding of diversity and difference is enhanced as they celebrate festivals from around the world. They access resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live. Children who speak English as an additional language are supported well by staff. Although staff speak English, Polish and Gujarati, they do not yet display a list of key words from children's different home languages to further develop children's speaking and listening skills.

The nursery works exceptionally well in partnership with others and is proactive in identifying any additional help required for the children. For example, staff seek appropriate support from a wide range of professional agencies, such as a Speech and Language therapist and the Area Special Educational Needs team to ensure that children with special educational needs and or disabilities benefit from a positive and rewarding experience. In addition children receive one to one support from staff that have appropriate experience and skills. Staff work successfully with the relevant agencies to produce and implement individual educational plans to ensure their individual needs are successfully met. The manager has established extremely good links with teachers of local schools to ensure continued progression of children's care, learning and development.

Partnership with parents is outstanding. The nursery works successfully with parents. Staff carry out home visits to children who require additional support before they start the nursery. Staff use this appropriately to gather information from parents about their children's individual needs including any disabilities, cultural and linguistic requirements. This enables the nursery to plan and provide excellent support for each child as well helping children feel secure and settle in

the nursery. They are provided with written achievements reports and are encouraged to include their written comments. Staff uses a daily communication book successfully for the children to share information with parents about their children's routine and their care needs. This provides excellent reassurance and actively involves parents in the care of their children. The provider provides excellent ongoing support for parents. For example, she offers support for parents who are new to the country such as, registering with doctors and accessing support through the local children's centres. The provider values parents' comments and seeks their views through a parents' survey on what she is doing well and areas for improvement. Parents are immensely pleased that their children are happy and making good progress; they receive regular feedback on their children's development and say the nursery provides excellent care for their children.

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

Children are provided with exciting opportunities to help them make good progress across all areas of learning and development. Children have built trusting relationships with the staff who are dedicated to ensure their time at the nursery is a positive experience. Staff securely base their planning on what children enjoy and can do when they start to attend the nursery. Staff observe children as they play, using their observations to plan the next steps in children's learning.

All staff know the children well and are aware of their individual needs, interests and preferences. Staff strive to ensure that children have fun and enjoy all aspects of their time in the nursery. Children enjoy participating in a wide range of sensory experiences such as, playing with dry pasta, cornflakes and flour and explore and experiment with different materials and textures during outdoor play. They enjoy cutting up and tasting a selection of fresh fruits such as, kiwi, mango, pear, apple, plum and pomegranate. However, staff do not always extend children's learning by asking open questions to support and extend their thinking skills to help them make connections in their learning.

Conversations between the staff and the children encourage them to develop their communication and language skills and there is good selection of books to help them develop and interest in reading. Children are learning to identify letters of the alphabet and are developing their early writing skills using a range of writing materials, such as pencils, crayons and paper. Children complete simple jig saw puzzles and are learning to recognise colours, numbers and shapes. Children have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. Children have good opportunities to learn about living creatures. For example, they are provided with good first-hand experiences that encourage investigation and exploration. For example, they observe closely sea creatures such as fish, crab, muscle and an octopus. They discuss how they move and that they live in the ocean. Children have good opportunities to learn about how plants grow and take pleasure in planting and watering their carrots, onion and parsley

plants in the garden.

Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. Children are well supported to develop a healthy life style through the provision of healthy and nutritious snacks and freshly cooked meals that support their individual dietary needs. For example, children are offered, carrot soup, chicken, meat balls, rice, pasta, along with tomato lettuce and cucumber. Children have good access to individual cups of fresh drinking water and which they can help themselves to when they are thirsty. Children take part in a range of activities that enhance their physical development, for example they enjoy their time in the garden as they confidently use a selection of outdoor play equipment where they practise their large physical skills.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. Children take part in regular fire drills and are gently reminded about safety issues whilst playing and keeping themselves safe when crossing the roads during, daily trips to the local park. Children respond well to the effective strategies used to manage their behaviour. They benefit from consistent daily routines which helps them understand what will happen next and understand the expectations of them during their time at the nursery. As a result, children play co-operatively, share, take turns and are well behaved.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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