

Little Elms Daycare Nursery

Inspection report for early years provision

Unique reference number

EY434642

Inspection date

13/02/2012

Inspector

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Type of setting

Childcare - Non-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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Elms Daycare Nursery was registered in 2011. The nursery operates from a converted house in Orpington in the London Borough of Bromley. The children have access to a large garden. The younger children are situated upstairs with the older children in rooms downstairs. The nursery may care for no more than 80 children aged under eight years; of these, not more than 80 may be in the early years age group, and of these, not more than 23 may be aged under two years at any one time. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 137 children on roll, all attend various sessions and all of these are early years children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and thriving, because the staff create a safe and secure environment where children are valued and supported to make the most of their abilities. Warm, highly positive and trusting relationships enable children to feel safe and secure. Children make excellent progress in their learning and development overall, gaining many very good skills for the future. Staff continually evaluate the activities and experiences that are offered, always seeking to improve learning opportunities, working towards the best possible outcomes for children. The nursery staff demonstrate a high capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing further children's independence skills in particular during meal times, for example, laying tables and serving their meals.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of child protection matters. Robust procedures are implemented to safeguard the welfare of the children attending. Thorough risk assessments are completed for all areas of the nursery and for outings and detailed records of findings are made. As a result the nursery is safe and secure. Comprehensive recruitment procedures are followed to make sure all staff are suitable to work with the children. Children's safety is further enhanced as

they participate in regular fire drills and know what to do in an emergency.

Children can easily help themselves to the impressive range of exciting toys and play materials, using them to support their enjoyment and achievement. Staff are very well deployed around the nursery offering children support and challenge as they go about their play and ensuring children's individual needs are met. Many resources reflect positive images of equality and diversity and these are used highly effectively to increase children's understanding of the wider world. Children learn about religions, festivals and celebrations from around the world at an age appropriate level. They also explore their local community, visiting the church and other places of interest. The systems of observation, assessment and planning are highly successful in helping children to make great achievements in their learning and development. Children are clearly making excellent progress from their starting points. Starting points are assessed when the children start. This information is then used to inform planning. All planning is adapted to suit the individual needs of the children that are participating in the activities. Staff use the children's next steps to plan focused activities to challenge and extend children's learning. They carefully monitor children's progress to narrow the achievement gap for the children. Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences. All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. Staff have a natural affinity with the children, responding exceptionally well to their welfare and development needs.

Staff have excellent communications with both parents and outside agencies. Parents and staff have built excellent relationships which greatly benefits the care of the children. The nursery's concise policies and procedures are shared with parents providing full information about all aspects of the provision. Parents attend parents' evenings where they discuss the developmental progress of their children. This is addition to the informative progress reports they receive. Staff liaise closely with the local early years team and agencies that support children with special educational needs and/or disabilities. Consequently, all children are fully included and supported in all aspects of their care and learning.

The manager and deputy communicate ambition and drive improvement through their commitment to ongoing training to improve both their knowledge and that of the staff. Self-evaluation reflects rigorous monitoring. Staff consult parents and children as part of their self-evaluation. This ensures they get a clear picture from all users as to what they like and what needs to be improved. Parent representatives communicate on a regular basis with the staff to share any concerns and feedback. This information is used to develop plans for improvement. As a result of the well-targeted action taken staff bring about sustained improvement of their provision and outcomes for users are outstanding.

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

Children happily explore in a safe, supportive and caring environment. They investigate and experiment using an excellent range of different materials and resources, confidently practising and acquiring new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel very safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Staff also supervise the children extremely vigilantly.

Staff are highly skilled in using open-ended questions to enhance the children's learning and develop their skills for the future. Staff adapt the language they use depending on the age and ability of the children. They show a genuine interest in what children have to say. As a result all children are attaining very well in their communication, language and literacy skills.

Children confidently play and move around the hygienically clean, tidy and well organised nursery. They enjoy healthy snacks and plenty of drinks. Children are offered and enjoy a good variety of fresh fruit and vegetables. They also participate in cooking activities to provide snacks for them to eat. Children care for and collect the eggs from the four chickens they have. They use the eggs in cooking activities and this teaches the children not only how to care for living animals but where eggs come from and their uses. Children and staff are currently growing their own vegetables and the children have made a scarecrow to protect these. Children have their own placemats with details of any special dietary requirements recorded on them. This works effectively to remind staff of foods the children are allowed. At meal times some independence is promoted. The pre-school children serve their own meals but younger children are not encouraged to do so and children are not encouraged to help staff to lay the tables. All staff are consistent in their approach to behaviour management. Children's behaviour given their ages and stages of development is exceptional. All children work very well together especially in tidying away resources and playing well together.

Babies thoroughly enjoy one to one art and craft activities. They explore shaving foam with glitter and dried pasta in it to give it different textures. Staff sit with the children and talk to them about the feel of it and encourage them to use different utensils to move it around the tray. Babies also enjoy painting. Staff sit with them and talk about the different colours they have and if they are not able to hold a paint brush they explore the texture of the paint with their hands and make marks with it. Toddlers thoroughly enjoy discovery play. For example, during circle time they excitedly anticipate 'what is in the box'. They talk about the different items that are coming out and the children respond very well to questions used by staff to develop their language and thinking. Pre-school children enjoy musical and movement sessions. They listen really well to the instructions from the staff and move into different positions. Children greatly enhance their physical development during these sessions. Pre-school children also show excellent progress in their mark making skills. This is evident in the register they sign in daily with their own

name. Many are now forming recognisable letters competently. The stimulating activities and experiences children engage in, together with the nurturing care, support and challenge they receive from staff result in some impressive achievements for children's learning and development. Children's individual needs are met exceptionally well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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