

Littlebrook Nursery

Inspection report for early years provision

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Inspection date	14/02/2012
Inspector	Katie Dempster

Setting address	Arora Developments Ltd, Sipson House, 595 Sipson Road, Sipson, WEST DRAYTON, Middlesex, UB7 0JD
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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*.

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Description of the setting

Littlebrook Nursery was registered in 2011 and it is run by a private provider. The setting operates from Sipson House in Sipson, West Drayton in the London Borough of Hillingdon. There is access to several rooms over three floors. The nursery provides a service for children from the local community. The setting is open each weekday from 7.15am to 6.30pm all year round except Christmas and bank holidays.

It is registered to care for 131 children in the early years age range and there are currently 49 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs nine full-time staff and one part-time members of staff. The vast majority of staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and have fun in the well organised and child-centred environment. Staff use observations well to plan for children's individual needs. Systems for tracking children's progress, however, are in the early stages. Self-evaluation is effective in identifying strengths and areas for development within practise and the staff team show much drive and enthusiasm. Inclusive practise is promoted well and overall children are supported in their awareness of diversity. Effective partnerships with parents are in place.

What steps need to be taken to improve provision further?

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

- continue with systems of tracking children's progress to ensure staff have accurate information on children's development towards the early learning goals
- develop ways equality and diversity are introduced into everyday play.

The effectiveness of leadership and management of the early years provision

Staff at all levels have a good understanding of child protection procedures and know how to implement these to protect the children. The manager takes lead responsibility for coordinating investigations of child protection concerns and has

received up to date training to support her in this role. All staff have been subject to Criminal Records Bureau checks and firm systems are in place to check staff are suitable to work with children. Staff ensure children are safe in the event of a fire; the evacuation procedure is on display around the setting which is practised with children regularly. Furthermore, a fire evacuation bag has been put together which includes supplies children may need during an evacuation and links have been made with a local hotel for staff and children to use as a safe place following a real evacuation. Thorough written risk assessments are carried out daily to support the ongoing safety of the children in and around the setting. The managers and the staff team work well together, creating strong leadership and management. They show passion and dedication to their roles. As a result, the session runs smoothly for children.

Self-evaluation involves the whole staff team and provides an accurate account of the settings strengths and areas for development. Managers are confident in what areas are in need of action and how improvement will be achieved.

Partnerships with parents are well established. The setting's systems for keeping parents informed about aspects of the setting ensure they have coordinated and accurate information, which promotes a good two-way flow of information. Interesting displays are located all around the environment, targeted at providing parents with information about how children are learning through play through each activity. Further involving parents in their children's day, staff provide link books for parents to read what children have enjoyed each day as well as other information relating to meal and sleep times. Staff are creative in encouraging parents to contribute to their children's development. For example, 'wow moments' are observations parents are encouraged to complete at home for staff to use in collaboration with their observations to better plan for children's development, as well as changing interests.

Staff are aware of the importance of maintaining links with other settings to ensure continuity of care and learning for children, as well as the importance of sharing information with other professionals or agencies who have contact with the children. No children are currently attending who have special educational needs or attend other settings, therefore, links have not yet been established.

Resources are deployed well to create an inclusive and child-friendly environment where children can self-select and access activities and equipment with ease. They learn about the world around us and the different faiths and cultures through displayed images and posters, discussions and planned activities. For example, celebrating Chinese New Year where children dressed up in traditional clothing, experimented with traditional foods and engaged in creative activities making Chinese patterns. Whilst resources are available, these are limited and not sufficient to ensure diversity is incorporated into everyday play.

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

Children are happy and babies display feelings of security within the setting. The environment is highly child centred with a range of interesting resources for children to explore and many posters, images and displays of children's work presented around the room. Staff spend quality time with the children and make good use of open ended questioning to engage children's communication skills. Staff have strong knowledge and understanding of the Early Years Foundation Stage and implement it well within the setting. Plans are fully informed from children's observations meaning learning is relevant for the children. Staff have recently started to implement a system for tracking children's development; this allows staff to follow children's progress towards the early learning goals. However, this system is in its infancy, therefore, staff do yet have a fully accurate account of each child's stage of development.

The baby room is fully equipped and well resourced with age and stage appropriate resources. Treasure baskets and other textured items encourage their curiosity and provide opportunities for babies to grasp and pick up objects, supporting their small muscle movements. Staff provide lots of cuddles and attention, supporting babies feelings of security.

Children have access to many resources to support their learning across all areas. They enjoy a sorting activity with bears where they are well supported by staff. Children are encouraged to think about the size, mass and colour of the bears. Other opportunities to engage their mathematical skills include building blocks, puzzles and measuring resources.

Staff support children's early writing skills through providing everyday opportunities for children to make marks and write for meaning. There is wealth of writing materials easily accessible and all marks children make are valued. For example, younger children make marks on card which is recognised by staff as them writing cards to their parents. Areas for children to sit and relax have been carefully considered to encourage this time to spend reading or browsing through the range of books available. Cosy cushions and colourful canopies create an inviting area for children to explore the nearby bookshelf or chat to their peers.

Children use their imagination skills well. They thoroughly enjoy the role play area where they get into character and assign roles to each other. Two children enjoy doing some ironing together. They take turns choosing the clothes to iron and proudly show staff how well they are doing. Staff take this opportunity to talk to the children about safety. Staff explain real irons can be very hot and how they should never touch a real one. Using everyday play to explain these important safety precautions create a more in depth understanding for children. Other activities such as the use of the pretend zebra crossing and the use of tools around the setting further support children's understanding of safety.

Children learn about adopting healthy lifestyles. They learn about important hygiene procedures such as hand washing and are regularly seen independently

wiping their noses and placing the tissues in the bin. They learn about healthy eating through the many baking and food related activities planned for. They enjoy making fruit salad and learning about the benefits of healthy eating. Children also take part in regular opportunities to develop their physical skills. During outdoor play, they run, climb, balance and steer wheeled cars promoting their large motor skills and enjoyment of outdoor play.

Children take part in fund raising events such as talent shows and bake sales. They learn in age appropriate ways, how their efforts help those less fortunate than themselves, helping to build children's social conscience

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	3
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	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	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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