

# Little Market Day Nursery & After School Club

Inspection report for early years provision

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**Unique reference number**

EY438206

**Inspection date**

27/04/2012

**Inspector**

Caroline Preston

**Setting address**

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Market Nursery & After School Club opened in 2011. It is privately owned and operates from one large room of St. Edward's Parish Office in Romford, within the London Borough of Havering. The nursery serves the local community and opens each weekday from 7am to 7pm all year round.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 21 children aged from two to eight years may attend at any one time. There are currently nine children on roll. There are three members of staff and all hold early years qualifications to at least level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's needs are met overall and they learn and develop well. As a result, they make good progress towards the early learning goals. However, opportunities for children to explore the outdoor environment are not consistently provided. Staff have a good understanding of safeguarding procedures, which helps to protect children. The strong partnership with parents helps children feel secure. Good continuous improvement supports staff in meeting children's needs. Strong self-evaluation means childcare practice continually improves.

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

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

- increase opportunities for children to benefit from fresh air and exercise by providing outdoor play on a daily basis, unless circumstances make this inappropriate.

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

Robust safeguarding procedures help ensure children are effectively protected. Staff understand how to implement policies and identify any concerns. They attend regular training to update their knowledge. Detailed risk assessments are carried out daily to identify any possible hazards. This helps keep children safe and secure in the nursery. All relevant documentation needed for the smooth running of the nursery is in place and stored in a confidential manner.

Children learn and develop as they access a good range of resources. The nursery is bright and stimulating, however, outdoor opportunities are not available. As a

result, this restricts children's freedom to explore using their senses and to be physically active and exuberant. Staff promote equality and diversity across the nursery; they know each child's background and their individual needs. Consequently, staff are able to provide good levels of support to meet children's developmental needs. Children enjoy finding out about different lifestyles and celebrations. Good play resources reflect the wider world, helping children to learn about others and themselves.

Staff embed ambition and drive improvement effectively, attending training to develop their skills. This helps children receive good levels of care and education whilst at the nursery. Management are good at supporting staff to progress in their learning, offering good daily guidance as they work alongside the dedicated staff team. Robust self-evaluation improves children's daily experiences. Staff identify areas of improvement; for example, they intend to further increase resources across the six areas of learning to help improve play experiences for children.

There is a good partnership with parents, with effective channels of communication. Staff talk to parents each day and share records of children's achievements. Parents have copies of policies and procedures showing how the nursery runs. Currently no children on roll attend other settings or need support from other agencies. However, staff are aware of the need to work in partnership if the need arises.

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

Children learn about safety while they play with a variety of good quality resources. They understand how to play with toys safely and the rules of behaviour, showing respect for each other. For example, they share and take turns while playing card games with staff.

Children develop skills for the future through the good range of programmable resources. Children talk about healthy lifestyles as they eat healthy snacks. They are independent using the bathroom and wash their hands before and after eating. Children enjoy physical play inside the large playroom, dancing to music and taking part in group games. However, opportunities for play in the outdoor environment are limited.

Staff show a good understanding of how children develop and provide effective learning experiences. Progress and achievements are shown in the observations and assessments of children. Children are excited and interested in their play, making free choices. Children ask staff to play card games with them, showing good social and emotional development. Children listen and interact with each other, sustaining attentive listening skills. They develop early writing skills while painting and drawing. They recognise letters in their names and can sound out letters and connect them to written words, which further promotes their communication and language skills.

Children count up to 10 during counting games; they recognise numerals and use mathematical language, such as smaller or lighter, which positively supports children in making comparisons between quantities. Children are provided with opportunities to explore and investigate. For example, during water play children observe the patterns and colours in the bubbles. Children enjoy large physical games and dancing to music, which supports their creativity. They build and construct for a purpose. They make models with bricks and use a variety of tools as they make moulds with wet sand. Overall, children are developing good skills for the future.

## 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	3
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

<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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## **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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