

Love Lane Day Nursery

Inspection report for early years provision

Unique reference number EY440816
Inspection date 22/06/2012
Inspector Rebecca Hurst

Setting address Love Lane, MITCHAM, Surrey, CR4 3AU

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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.

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Description of the setting

Love Lane Day Nursery registered in 2012. It operates from Elim Pentecostal church in Love Lane, Mitcham. The nursery is situated close to local amenities, transport links and schools. The downstairs of the church building is used by the nursery. The nursery is open 8am - 6pm, Monday to Friday, all year round, except for one week at Christmas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting may care for 50 children under eight years at any one time; of these, 39 may be in the early years age group. There are currently three children on roll all in the early years age range.

There are four staff, including the chef working in the setting. The owner is qualified with Early Years Professional Status and the other two staff working with the children are both qualified to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skills help to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. There is a breach of a specific welfare requirement. Independence skills are generally nurtured during activities. Staff understand the importance of evaluating the provision to improve the services they provide to children and their parents.

What steps need to be taken to improve provision further?

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

- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (documentation) 27/07/2012

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

- consider ways to fully enhance the development of children's independence skills during meal times, in particular the preparation of the fruit and serving of their meals.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and how to safeguard children in their care. Good risk assessments are in place and show the daily safety checks that enable the children to play in safe environment. Regular fire drills are carried out with all of the children and recorded to show any issues that need to be resolved. This enables the children to be aware of what to do in the event of an emergency. There is a breach of specific welfare requirement as the registers are not continually checked to ensure all children have their hours of attendance recorded. Good recruitment checks are in place for the owner to check staff's suitability to work with children.

Resources are stored well to allow children to self-select what they would like to play with. A good amount of resources are available to aid children's learning and development. This allows them to make good progress with their learning. Activities are planned around children's individual needs and interests, which makes it an enjoyable experience for them. Staff find out about children's backgrounds and use this information to aid planning. Children participate in activities to teach them about the wider world and about different festivals and celebrations.

Staff attend regular training to enhance their understanding of early years. Recent training has included the manager completing her early years professional status and other staff completing their induction training. Currently, children do not attend any other settings, but the staff are fully aware of the need to work in partnership for the purposes of information sharing. Good communication with parents is in place. Regular newsletters are in place and parents contribute to the children's learning journeys and observations with what they have been doing at home.

Staff work closely with the local early years team to work on targets set to improve the outcomes for children. Staff work these into their self-evaluation to bring about best possible outcomes for children. Suggestions from parents are used to shape the developmental plans alongside the targets. This enables the nursery to provide good quality care.

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

Children are making good progress towards the early learning goals. They are supported by a well informed staff team who have a secure understanding of how children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas. A good mix of focus activities and resources are laid out for the children to explore. Staff complete detailed observations which are used to monitor children's progress. Tracking allows staff to see where gaps are forming in children's learning, which then informs the planning. This enables the staff to meet the individual needs of children. Children enjoy snuggling into the staff when reading stories and talk to the staff

about what they can see happening in the pictures and what they think will happen next. They count the items in the pictures and staff build their self esteem and confidence levels through good use of praise. The good use of open-ended questions allows children to think about what they are doing. The good use of labels around the nursery allows children to learn early word recognition. Children enjoy free-flowing between the inside areas and the outside. Good resources are in place to allow children to enhance their physical development. Children also visit the local parks with staff to further enhance their physical development by using larger equipment. Children are fully aware of the good hygiene procedures that are in place and explain the reasons as to why they need to wash their hands. Staff prepare and serve children's meals and snack. As a result, their independence skills are not fully enhanced. Healthy and balanced meals are served to children, which enhances their health and well being. Children work well together and staff are consistent in their approach to behaviour management. Given the children's ages and stages of development, they are well behaved. Children use resources safely and are aware of the need to wait for staff before moving from one room to another. This enables children to feel safe. Children enjoy exploring in the sand. They happily move resources from the home area into the sand to use, such as spoons and cups. They role play making meals and staff talk with them about what they have made. This allows children to practice their descriptive words. Children use the laptop well and navigate the screen using the mouse with good control. This allows children to develop 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

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	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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (documentation) 27/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (documentation) 27/07/2012