

Little Ann Day Nursery

First Floor, St Albans Church Hall, 1 Whitehorse Lane, London, SE25 6RD

Inspection date	27/09/2012
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The provider monitors the nursery effectively and continuously plans for improvement. The staff team are encouraged to develop their skills, which benefits children.
- All staff have a strong understanding of how children learn. This means that they plan rich learning experiences to support children's progress. As a result, children are happy and enthusiastic about the many exciting activities on offer.
- Children form deep emotional attachments to staff. This enables children to feel secure and develop high levels of self-confidence.
- Relationships between staff and parents are highly positive and staff are committed to supporting families. This enhances continuity in children's care and learning.

It is not yet outstanding because

- Some posters, signs and labels displayed around the nursery are not of a high standard. This means that children do not have consistent opportunities to learn about letter formation and do not gain the best early writing skills.
- Staff do not consistently encourage children's thinking during discussions and activities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and during a walk to the local high street.
- The inspector completed a joint observation with the deputy of the nursery.
- The inspector held meetings with the manager/ registered provider . of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

Inspector

Linda du Preez

Full Report

Information about the setting

Little Ann Day Nursery opened in 2005 and operates from a first floor church hall. Children also have access to an enclosed outdoor area. The nursery is situated in Thornton Heath in the London Borough of Croydon. The nursery opens from 7am to 6pm Monday to Friday for 50 weeks per year. It is funded to provide free early education to children aged three and four years. There are currently 11 children age 18 months to four years on roll. The nursery employs six staff, three of whom hold appropriate early years qualifications and three staff are working towards a qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's learning further by consistently asking them open-ended questions to enable them to think creatively and expand on their own ideas
- improve the quality of labels, signs, posters and word banks within the nursery environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff find out what children can do when they first start at the nursery by talking with parents and recording this information. They continue to record children's achievements to monitor their on-going development. This means that systems for planning, observation and assessment set clear goals for individual children within the seven required areas of learning. Consequently, all children enjoy well-planned, fun and enjoyable activities which support their individual needs and help them prepare for the next stage in their learning. Staff talk to children who are confident to share their ideas and thoughts. However at times, they miss opportunities to engage children further and encourage them to think of other possibilities during their play.

Staff put a great deal of thought into planning fun and exciting outdoor events for the children to enjoy. This means that children have regular opportunities to find out about aspects of their local community. For example, they go for a walk to the high street to look for letters in the outdoor environment. During their walk, children talk about previous trips to the local pet shop, staff listen and discuss with the group if they would like to visit the pet shop and they all agree. This shows how staff have a highly flexible approach and are able to adapt their plans according to the interests of the children. As a result, children feel that their opinions and ideas are valued and enjoy a meaningful experience when they visit the pet shops and look at all of the animals. During the journey, children look around, point out words, and compare the letter shapes, letter sounds, and letter names. Consequently, children develop an interest in early reading skills. They show a lot of interest in books and stories within the nursery. Older children read stories to younger children and recall story lines whilst reading in the cosy well-resourced book area. However, some of the letters, signs, posters and labels within the nursery environment are not of a high standard, which means that children's literacy skills are not always fully supported.

Children make good progress in their mathematical development as staff teach counting songs and plan for a wide range of mathematical activities, such as puzzles and problem

solving games. The nursery provides a wide range of materials, resources and sensory experiences for children to explore. Children have fun playing with a corn flour mixture; they enjoy mixing it, spreading it, pouring and squeezing it. Staff encourage children to feel the mixture, move it in their fingers and think of words to describe how it feels. Staff talk in sentences to older children and use simple words for toddlers. This shows how staff ensure that everyone including the youngest, can feel included and enjoy taking part. The highly positive atmosphere throughout the nursery helps children to feel relaxed, resulting in them joining in with the many exciting activities and learning through play.

Children visit the nearby primary school as they prepare for transition. Class teachers liaise with nursery staff to share records and children enjoy occasional visits from their former playmates, who return to pick up their siblings. Staff use this opportunity to help children to understand that they too will move to school one day. This shows how staff make the most of opportunities to support children in developing an understanding of changes that will take place in their life.

The contribution of the early years provision to the well-being of children

The nursery is small and has a cosy intimate atmosphere. All children and parents arrive to a warm welcome from staff and each child has their own special person who helps them to settle and feel secure. The key persons work very closely in partnership with parents, so that they get to know the children well and have a good understanding of their progress at home and within the nursery environment. This means that children form strong attachments to staff and highly positive relationships exist across the nursery. Staff are highly supportive when children settle in and any little upsets are short lived. Staff know the individual children extremely well and are highly understanding of their needs. As a result of this, children feel very safe and secure.

Children enjoy eating tasty snacks, such as fresh fruit, everyday. This helps them to learn about healthy eating. Staff encourage children to understand the importance of good health with gentle reminders about the importance of washing their hands and wiping their noses. Staff plan fun outdoor games and activities to help children to develop an understanding of the importance of physical exercise. This means that staff support children in developing their own understanding of how to lead a healthy lifestyle.

Children learn how to use the environment safely by taking safe risks with toys and equipment. Staff support them further by talking to them about crossing the road safely, sticking together and holding hands to keep safe. This means that children in all age groups develop a good understanding of their own personal safety.

All staff have a consistent approach in their expectations for children's behaviour, so children develop a good understanding of what is acceptable. Children play alongside each other and share the toys positively. Staff organise the nursery routine very well and this means that someone is always on hand to provide support for children's care needs. Staff are very good role models to the children. This results in the nursery having a very

positive atmosphere where children feel relaxed and valued.

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

The registered provider manages the nursery effectively with the support of a deputy and dedicated staff team. They actively seek support from local authority advisors to make plans for future development. The nursery team includes the views of children based on observations and discussions with them and incorporates the views of parents into their plans. They have successfully met all recommendation from previous inspections and made further improvements. For example, they have invested in new resources such as a new computer, camera and small world equipment. These new resources enhance children's learning experiences. Staff have also reflected on how they can incorporate positive outdoor experiences into the nursery routine. Consequently, children now enjoy trips to the local area and regular trips to the local Children's Centre, which gives greater space for outdoor physical activity. This demonstrates how the manager and her team successfully assess what they offer the children and their families and make plans for improvement.

Management and staff undertake regular relevant safeguarding training and clearly understand their responsibilities. Staff implement regular safety procedures, such as inspecting all areas to check that equipment and resources are clean and safe. Furthermore, they include children in discussions about risks so that they develop their own sense of safety.

The provider is clear about her responsibility in meeting all legal requirements and works hard to keep up to date with changes in regulations. She supervises staff well, holds regular team meetings and encourages staff to attend training courses. Staff use their new skills well, this is particularly evident in their ability to provide meaningful learning experiences for children.

Parents express appreciation of the staff's commitment and their caring approach towards the children. They find all staff approachable and friendly. Parents value regular discussions with key persons, as they discuss children's progress and share learning priorities. This enriches partnerships and continuity in children's care.

The nursery has developed good partnerships with other professionals and agencies. They seek specialist support for children when necessary and arrange visits from local primary schools to ease transition to a school environment. This process successfully opens channels of communication and further supports continuity in children's care and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY314260
Local authority	Croydon
Inspection number	815023
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5

Total number of places	12
Number of children on roll	11
Name of provider	Malarrosa Murugaiah
Date of previous inspection	19/01/2010
Telephone number	020 8653 5033

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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