

Little Climbers Daycare

278 Ivydale Road, London, SE15 3DF

Inspection date

07/09/2012

Previous inspection date

24/11/2008

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

- Children are well supported in developing their independence in trying things out to develop their knowledge and skills and in ways to resolve any conflict.
- Staff engage with children particularly well to encourage them to think critically and develop their ideas.
- Children make good progress as staff have good knowledge of each child and support them well in their learning and development.
- Children are safe and secure and their well-being is fostered as staff have good knowledge of the policies and procedures to ensure the smooth running of the setting.

It is not yet outstanding because

- Staff do not yet provide very young children with regular opportunities for free movement to enable them to further explore their physical capabilities in a variety of ways.
- Children do not experience an environment rich in print to further develop their awareness of written text.

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 took account the views of parents and carers spoken with on the day.
- The inspector took account the views of children.
- The inspector observed activities in the play room and outdoors.
- The inspector checked documentation of records and policies and procedures
- The inspector checked evidence of suitability and qualifications.

Inspector

Justine George

Full Report

Information about the setting

Little Climbers Daycare has been registered since 1994 and is registered on the Early Years Register. It is a privately owned Christian provision although children from other faiths are welcomed. It operates from three rooms on the ground floor of the owner's premises and is situated in a residential area within travelling distance of Nunhead train station, local shops and public transport links. Although the setting operates from the ground floor, there are steps leading from several of the rooms and narrow doorways which impacts on accessibility for people with mobility aids.

There are currently 12 children on roll, with two children under the age of two. Children

attend a variety of sessions. There are currently no children in attendance with learning difficulties and/or disabilities, although the setting is committed to supporting children with additional needs whilst considering accessibility. There are several children with English as an additional language. There are three staff working with children, all of whom are qualified in early years and education. The setting receives support from the Pre-school Learning Alliance and Southwark Early Years team.

The setting opens Monday to Friday all year round, excluding Bank Holidays, Christmas, Easter and one week in August. Opening hours are from 08:00 to 18:00.

Inspection judgements

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

Children are making good progress in their learning and development. This is because staff have a good knowledge of the learning and development requirements and they seek good information about children's starting points. In addition, they plan well to support each child in making progress. Staff share information with parents. Regular communication informs parents of their child's progress and how to support learning at home. This helps to ensure a consistent approach. Children are reaching the expected levels of development. Staff plan for each child in the setting using observations to identify their progress and levels of support needed. This is accurately targeted and implemented effectively within all areas of learning. In addition, staff are skilled at developing children's independence. Children are encouraged to try things for themselves to develop their knowledge. Children use cameras to take pictures and know how to review their photographs. They are also able to inform others how to use cameras, demonstrating their good knowledge. Children are competent in using the computer. They operate programmes using the mouse and are developing technical language, informing staff that the computer has 'crashed'. Staff inform children that it needs 'rebooting' providing good examples of language to enhance understanding. Staff show interest in the children and engage them in conversations, showing interest in what the children do. This helps children's language development and children confidently talk to staff and peers about what they are doing. Children therefore develop good skills for the future.

Staff work hard to provide an enabling environment for children. Children engage in a range of experiences both indoors and out in the garden. Children are supported in developing their writing skills and staff encourage them to write their name on their creations. Children use their names cards as a visual aid and staff engage well to talk about the letters and sounds. As a result, children develop phonic awareness appropriate to their understanding. Children also develop awareness of letter formation and talk about how they have to go 'up, down and across' to form the letter 'A'. However, examples of written text in the environment are not fully utilised. For example staff do not exploit

opportunities to further develop children's awareness of print, for example, by using text to accompany photographic displays. Children use mathematical language during their play as they describe the wool they are cutting as 'long' and 'big'. They attempt to write numbers and staff praise and encourage their attempts. Children explore digging and growing vegetables and have good opportunities to explore and develop their own interests. However, very young children are often prevented from developing their autonomy in enhancing their physical skills. This is because staff do not yet plan and resource a range of experiences to encourage free movement.

Staff are aware of the need to monitor children's development closely and liaise with parents and other professionals when possible concerns are identified. This means children receive early intervention and additional support when needed. Children for whom English is an additional language are supported well into the group. Staff gain key words in their first language and monitor their development closely. This means all children make good progress in relation to their starting points.

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

Children are confident and well behaved. They have developed good relationships with staff. This supports them in forming trusting relationships in addition to family life. All children have a key person who supports them in settling into the setting. Children separate from their parents confidently and most are settled or settle quickly with sensitive support from adults. Staff have high expectations of children and recognise their capabilities. Staff encourage children to resolve conflict and develop their own strategies. For example, they negotiate setting time limits for using popular equipment. They use the clock as a visual aid to ensure fairness in taking turns. Children help to set the table at lunch times and use problem solving techniques to work out how many chairs they need. Children serve themselves dinner and pour their drinks, displaying high levels of confidence in their self-help skills. Children play cooperatively and support younger members of the group, helping them put on dressing-up clothes. Children also help with tidy up time. Staff talk to them about the importance of this and this helps children learn to respect for the toys and helps to ensure a safe environment as tripping hazards are minimised.

Children are healthy both in mind and body. Children enjoy regular periods of fresh air and physical exercise and learn about the importance of hygiene. They wash their hands before eating and staff help them to understand the importance of this. They talk about how they have been playing all morning and the germs that are on their hands. Children grow a range of produce in the garden and sample this during meals time. Children enjoy freshly prepared meals and are encouraged to try the green beans they have grown. They notice a bean that has come out of the pod and compare it to a snail. Children learn about food sources and posters around the setting support their learning about healthy eating. Staff foster children's emotional development well as they are supported with transitions to help them with life changes such as school. This is because the setting liaises with local groups and schools to promote smooth transitions. Children in the setting are also well supported as they visit with their parents or spend time in rooms they are due to move up

to. This helps them to adjust to changes and aids their feelings of security.

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

The setting promotes the safety of children well. This is because robust recruitment procedures are in place and all adults have had or are in the process of having the required checks carried out to assess their suitability. Children are protected from unvetted adults as they are not left alone with them, and staff ensure vigilant supervision at all times. The setting is safe and secure and staff carry out risk assessments help to eliminate any hazards. Should children have an accident, they are well cared for as several staff have kept their first aid training up-to-date. All the required policies, procedures and documentation are in place. This helps to ensure that children are cared for in line with parents' wishes. Staff have consistent knowledge of the setting's policies which helps to ensure the smooth running of the provision. This also demonstrates the effectiveness of leaders. Regular team meetings mean that staff are able to discuss and gain a sound knowledge of the welfare requirements. Staff have good knowledge of child protection issues and how to respond to safeguarding concerns. Good information is also displayed to help ensure consistency in staff knowledge and to protect vulnerable children, in the event of any concerns.

Leaders have a strong commitment to promoting the learning and development requirements. Some staff have attended training and knowledge gained is shared with others. Systems are currently in place or have been developed to update planning and assessment. Staff are currently working on developing aspects of effective learning which has a positive impact on children. The manager is looking to formalise systems to monitor staff engagement with children. Ongoing staff suitability identifies professional development needs to help motivate staff and utilise their skills and knowledge.

The setting demonstrates the capacity to drive improvement. They use the Ofsted on-line self-evaluation form to identify and develop strategies to aid improvement. The setting targets areas for development well and challenging improvements continue to be made. The setting has addressed past recommendations and continues to reflect on daily practice. For example, consistent hygiene procedures are applied, and documentation has improved. The setting is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. They seek the views of parents through use of questionnaires and in meetings. As a result, there have been improvements to menus and the outdoor area. Children's needs are well met through effective partnerships with parents. Staff regularly share information about children's progress and any learning and development needs. As a result, staff promote equality and meet the diverse needs of children.

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	107470
Local authority	Southwark
Inspection number	813322
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	13
Number of children on roll	13
Name of provider	Hermin Vinola Marjorie Whyte
Date of previous inspection	24/11/2008
Telephone number	020 7564 4597

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Type of provision

For the purposes of this inspection the following definitions apply:

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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