

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The atmosphere of the setting is extremely welcoming and homely. The environment is rich in resources and equipment, complemented by varied and imaginative experiences to support children's development across all areas of learning.
- The quality of teaching is very high. Staff show they have high expectations of the children and as a result, children succeed.
- The staff team's caring and nurturing attitudes result in children showing very high levels of confidence.
- The passion and drive of the manager is inspirational. She shows a strong dedication to providing excellent care and learning for children.
- Staff are motivated, keen and work exceptionally well together, creating a secure, safe and wonderful learning environment for children.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and interaction between staff and children during free play and planned activities in the main play room, garden area and during snack and lunch time.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of all adults working with children.
- The inspector spoke to parents and took account of their views.

Inspector

Katie Dempster

Full Report

Information about the setting

Lena's Day Care opened in 2005 and re-registered in 2012 as childcare on domestic premises. The setting is located in a residential area of Wembley, within the London Borough of Brent. The whole of the downstairs of the premises are available to the children and there is a secure outdoor area. The setting is open from 7am to 6pm, Monday to Friday throughout the year. The setting is registered on the Early Years

Register and on the compulsory part of the Childcare Register. The setting offers places for 26 in the early years age range. Five members of staff work with the children, all of whom hold a level 3 qualification in early years.

What the setting needs to do to improve further

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

- consider extending use of the outdoor area to strengthen opportunities for children's investigations across all areas of learning.

Inspection judgements

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

The atmosphere of the setting is extremely welcoming and homely. The environment is rich in resources and equipment, complemented by varied and imaginative experiences to support children's development across all areas of learning. Staff place high priority on the individual needs of the children and how they can best support the progress they make in their learning. Staff make observations of the children using both spontaneous observations and a tracking observation over time. All the information staff gain on the children is assessed against the Development Matters guidance to help staff identify where children are in their learning and to plan for their next steps. Staff use this information to inform the setting's plans and results in children enjoying activities specifically targeted to their individual needs.

The quality of teaching is very high. Staff show they have high expectations of the children and as a result, children succeed. For example, during garden play, all children are supported in navigating around the outside environment and using their physical skills to move from the inside to out. Children are widely encouraged to self-select and lead their own play. Children are regularly seen selecting resources and using them in different parts of the setting. For example, one child selects a large interactive toy, which he persists with trying to carry outside. Staff keep a watchful eye on him but give him the time and space he requires to successfully navigate it outside, where he wishes to play.

Outside, children have access to a wealth of toys and equipment. During the colder months, the main focus for outdoor play is to support children's physical development. They enjoy the large climbing equipment, swing, slide, use trikes and other wheeled toys; all wonderfully supporting children's moving and handling skills, as well as their awareness of the importance of exercise. While staff plan for each of the areas of learning, on

occasion fewer opportunities for all round development are offered outdoors, such as for investigations. Staff provide a wonderful range of real resources reflecting everyday life to support children's imaginative play. They use old cereal boxes and other household items which thoroughly enhances children's pretend play. Children explore their mark making in many different ways. They use a wide range of media and surfaces to encourage children's enjoyment of writing. Children show impressive skills in their letter forming, many of whom are able to write their names very clearly.

Partnerships with parents are exceptional. The setting provides a wealth of information for parents. This includes general setting information as well as information about the Early Years Foundation Stage and how staff implement the framework. Staff place extremely high priority on involving parents in as many ways as possible. Parents are invited in for social events, to join in with activities and also to host sessions. For example, parents have read stories in their home language and spoken to the children about their professions. Parents have also visited the children with demonstrations. For example, a parent's hairdresser came in to the setting and did some of the children's hair. Additionally, a parent doctor came in to talk to the children about how doctors helps us and showed the children how and why we have our blood pressure taken. Staff ensure parents are also involved in their children's learning. Parents' evenings provide opportunities for staff to give formal feedback on their child's development and to discuss future learning. Furthermore, ideas for continuing learning at home mean children's development is consistently supported both within and outside of the setting.

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

All staff, not only the key person, form highly secure attachments with the children. Babies and very young children settle quickly because of the warm welcome and abundance of affection they receive. The key person develops very strong bonds with babies by ensuring their routines are uninterrupted. Furthermore, staff make outstanding effort and adapt the daily routine where necessary to ensure the children have the best of their care. The staff team's caring and nurturing attitudes result in children showing very high levels of confidence. They navigate around the environment with ease and assurance, selecting resources to support their ideas for play.

Staff provide an environment and routine that allows children much control over their play and learning. Children independently choose where and what they would like to play with and in the warmer months, can access the outdoor area as part of the free flow environment. Children show a strong sense of belonging as they know the daily routine and often participate without prompting. For example, children take themselves to wash their hands on finishing circle time, as they know snack time is coming up. Children show warmth and consideration for one another. Older children caringly show the younger children where to go for hand washing. One child says, 'Come on, in here!' as he gently guides his younger peer into the toilet area. Children also show an exceptional understanding about the hygiene routines they follow. When asked, children explain they wash their hands 'to get rid of the germs'. This shows a firm awareness of health and hygiene, owing to staff's good role modelling, discussions and priority on giving children

the tools they will need in later life.

Staff have been wonderfully creative in the ways they help children develop an understanding of risks and keeping themselves safe. For example, children enjoyed learning about road safety and traffic signals in the garden. Staff set up a zebra crossing for children to pretend to cross safely and staff ask questions about the traffic signals and what they mean. Furthermore, children engage in role play together with staff who pretend to be strangers. Children learn the importance of not speaking to or going anywhere with people they do not know. These interesting and creative activities help children learn about important safety risks in real life ways.

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

The passion and drive of the manager is inspirational. She shows a strong dedication to providing excellent care and learning for children. Staff are motivated, keen and work exceptionally well together, creating a secure, safe and wonderful learning environment for children. The manager has a full and thorough understanding of her responsibilities to ensure the provision meets the learning and development, and the safeguarding and welfare requirements. The professional development of the staff team is highly prioritised. Formal supervision takes place regularly, providing opportunities for the manager and staff to discuss performance, areas for development and any training needs. Furthermore, the manager uses an outside professional to conduct part of the appraisals to allow staff the freedom to give full and honest feedback. This outstanding effort to empowering staff gives the setting realistic targets to meet for each staff member. Staff feel supported, their practise is monitored and accurate targets for development are identified, ensuring constant improvement. Furthermore, staff are invited to offer in-house training. On completion of any training courses or qualifications, staff cascade training for the staff team in the form of feedback, showing what they have learnt and how their new skills can be used within the setting.

Supervision of children, well established roles, responsibilities and clear policies and procedures contribute to the safety and welfare of the children. Arrangements for safeguarding children are securely in place. All staff understand the thorough safeguarding policy. The manager takes lead responsibility for safeguarding concerns and has training to support her in this role. Staff conduct daily checks on the premises and written risk assessments help the manager to follow up on any safety concerns. Robust recruitment procedures are in place. This results in children receiving care from suitable, qualified and experienced staff. Continuous improvement is highly embedded into the setting. Effective systems are place to evaluate every aspect of the care and learning provided. For example, SWOT analysis, a tool used to evaluate provision against set criteria. These systems are used to inform the priorities for improvement and as a result, the setting is able to bring about high impacting changes to the provision.

Highly successful partnerships with parents are established, enabling important information exchanges with parents. This allows staff a full and thorough understanding of

the child's needs, interests and current developmental stage. This partnership also provides a reassuring relationship for staff and parents to discuss any additional needs that either parents or staff may need to address. Support for children with special educational needs and/or disabilities is in place but not practised at present as there are no children attending with additional needs. Staff have much experience in working with professionals. They have been instrumental in the support of children, implementing individual development plans and adapting the environment and routine to meet the needs of the children attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY448665
Local authority	Brent
Inspection number	806107
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	47
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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