

Little Learners Two

Coronation Gardens, Pirbright Gardens, Southfields, London, SW18 5NB

Inspection date

Previous inspection date

09/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 happy, motivated and eager to learn. They confidently explore the safe and stimulating environment.
- Children form strong emotional attachments to their key person because they provide warm and nurturing care that enables them to feel safe and grow in confidence.
- Effective partnerships with parents, enable a positive shared approach to the children's ongoing learning and development.
- Staff are committed to making ongoing improvements to their practice in order to enhance outcomes for all children.

It is not yet outstanding because

- Although children enjoy lots of opportunities to handle books, they do not have access to those that are of personal interest to them to further enhance their pleasure in books.
- Staff do not use every opportunity to promote children's understanding mathematical concepts and language at the water play tray, such as empty and full or heavy and light.

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 spent the majority of the inspection observing the children and staff.
- The inspector sampled children's information and development records.
- Ongoing discussion took place with the manager throughout the inspection.
- The inspector discussed Safeguarding with the manager and staff and other policies were sampled.
- The inspector spoke to six parents to gain their views about the nursery.

Inspector

Christine Bonnett

Full Report

Information about the setting

Little Learners Two registered in 2012. It is one of two nurseries run by a private partnership. It operates from a single storey building within the grounds of Coronation Gardens, Southfields, in the London Borough of Wandsworth. Children have access to a secure outside play area. The nursery is open every week day during term time from 9am to 12pm. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 19 children aged from two years to under five years on roll, some in part-time places. Little Learners Two employs four staff, all of whom

hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- provide children with opportunities to see and talk about books containing pictures of their family and other familiar people and objects to further promote their interest in handling books
- extend children's understanding of mathematical language and concepts, particularly in relation to water play.

Inspection judgements

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

Staff foster the children's early learning effectively, enabling them to become active and inquisitive learners. Staff observe children as they play in order to assess their stage of development in each area of learning. They identify the next step in children's learning journey and each child's key person provides further learning opportunities for them that are based on their individual interests. Staff understand how children learn and have high expectations of them all. Children's learning journals clearly demonstrate the progress they make towards the early learning goals. Consequently, children are well prepared for school. The information gained from the observations and assessments also forms the basis of the two-year progress checks. Communication and language is promoted because staff sit with the children and talk to them about their play. They ask open-ended questions to encourage children to think critically and respond. Children have fun singing along with familiar rhymes that repeat words and sounds, such as 'baa baa black sheep'. This further promotes speech and language development. Children enjoy the well-equipped book area. They sit with staff to listen to familiar stories and anticipate with pleasure what happens next. However, children lack the opportunity to look at and talk about books that directly reflect their life experiences. For example, books containing photographs of themselves, their family and other significant people and objects in their lives.

Each child is valued as an individual and greeted warmly by staff when they arrive. Their self-esteem is well promoted, for example, during circle time each child is greeted again as they hear their name sung as part of the 'good morning' song. This also helps children get to know each other and form friendships. The water play tray provides children with

opportunities to splash about and explore the properties of water. However, staff do not routinely use mathematical language, such as full and empty, heavy and light in order to promote their understanding of space and measurement.

By routinely using implements, such as crayons and paintbrushes, young children develop their manipulative skills. Running around in the garden provides energetic play and a chance to develop skills such as balance, avoiding obstacles and stopping safely. Staff keep parents informed of the theme they are covering in the nursery in order to help them support their child's learning at home. For example, as part of the transport theme, parents were encouraged to take their children on public transport and to jot down their experiences on buses and trains. Staff used these memoirs to encourage the children to talk about their adventures and share them with their friends.

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

The nursery provides a welcoming and stimulating environment for children both indoors and out. The key person system works highly effectively and fully supports the emotional well-being of all the children. Each staff member knows the individual needs of their key children very well. They gain relevant information from parents about their child when they join the nursery. This helps them to plan an appropriate settling in period in order to ensure that each child develops a secure emotional attachment. Caring staff comfort children who become upset or sad.

Due to the young age of most of the children, some squabbling takes place between them as they play. However, staff manage these instances well as they remind the children of the rules. These include using 'kind hands' and not pushing our friends because it makes them sad. Children learn what is expected of them to help them feel safe and secure.

Children develop a good understanding of the importance of a healthy lifestyle. They enjoy a wide selection of fresh fruit every day at snack time. Other options include raisins, breadsticks and rice cakes to enable children to make healthy choices. Children's independence is promoted because they pour their own drink of milk, juice or water and pass around the bowl of fruit. Staff ensure that they know and respect children's particular dietary needs. Children further demonstrate their independence as they confidently go to the bathroom to wash their hands before their snack. Staff talk to them about the importance of washing away germs. Recent project work also helped children learn how to keep their bodies healthy through regular exercise. The large garden is well used. It provides a suitably secure outdoor area where children benefit from fresh air and physical exertion.

Staff contribute towards preparing children for a smooth transition to school. They place a high emphasis on children's personal and social development by building confidence and good self-esteem. Staff also help children achieve important skills before they move on, such as being able to dress themselves and manage their own personal hygiene.

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

The manager has a clear vision of how she would like the nursery to develop in the future in order to improve outcomes for children. This is also embraced by a committed staff team. Their collaborative approach ensures that all staff contribute towards the self-evaluation of the nursery's practice. Together, they have devised an 'Improvement Action Plan' and have begun to make positive changes. These include ensuring that children's interests are included in the play plans in order to provide learning experiences that are tailored to suit the individual needs of the children. Further on-going developments include producing a pictorial catalogue of all the play resources. This enables children to select what they would like to use and have it brought to them by staff. Currently, due to the size and layout of the building it is not possible for children to choose all play equipment independently. Parent questionnaires are also being developed as part of the self-evaluation process because staff recognise the importance of ensuring their views are heard.

The manager and staff have a good understanding of safeguarding issues. The procedure for reporting concerns about the well-being of children is understood by all. Robust recruitment procedures ensure that all staff have suitability checks before working with the children. Risk assessments and daily safety checks of the building and garden ensure that any obvious hazards are identified and managed effectively to prevent harm to children. The manager fully understands her responsibility towards meeting the learning and development requirements of the Early Years Foundation Stage. She works closely with staff and maintains a good overview of how the requirements are implemented effectively by them. The on-going professional development of staff is encouraged through further training opportunities.

Staff have established highly effective relationships with parents. They exchange relevant information verbally each day. End of year reports ensure parents are informed about the progress their child makes towards the early learning goals. All parents spoken to on the day of inspection stated that they were very pleased with the nursery. They like the level of communication they have with staff and also comment that staff give warm and nurturing care to the children. Staff also establish effective relationships with other agencies offering help and guidance for children requiring additional support.

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
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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	EY449664
Local authority	Wandsworth
Inspection number	805654

Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	19
Name of provider	The Partnership of Lorraine Greeley-Ward & Angela Taggart
Date of previous inspection	Not applicable
Telephone number	07940 461545

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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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