

Little Unicorn Day Nursery

13 Columbus Courtyard, Canary Wharf, London, E14 4DA

Inspection date	21/02/2013
Previous inspection date	16/06/2011

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

- Staff provide a variety of interesting and stimulating activities to promote children's progress in all areas of learning.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff value working in partnership with parents. Parents demonstrate that they are very happy with the care and learning opportunities available to their children and express that their children are making good progress.

It is not yet outstanding because

- There are not many multicultural resources in the role play area that reflect a range of cultures to promote children's understanding of the world.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the playrooms.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's assessment records, planning, evidence of suitability of practitioners working in the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Little Unicorn Day Nursery registered in 1998 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of a chain of nurseries operated by a private company, Fran n Bru Ltd. It operates from ground floor premises in Canary Wharf in the London Borough of Tower Hamlets. The nursery serves the local area and is accessible to all children. The nursery employs 26 members of staff, of whom 24 hold appropriate early years qualifications at National Vocational Level 3.

The nursery opens Monday to Friday for 51 weeks of the year round from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 81 children on role who are in the early years age group. It supports a number of children who are learning English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the range of resources in the role play area with toys and objects that reflect children's family lives and communities. Also include resources that reflect lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

The nursery provides a rich and vibrant learning environment where children of all ages happily enjoy the stimulating programme of activities. Children clearly enjoy learning through play. They eagerly choose what they wish to do from the varied range of resources on offer. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement. They extend children's learning through careful questioning, while they give them the space to explore and develop their own ideas.

The indoor environment is effectively organised. This allows children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there are not many multicultural resources that fully reflect diversity to help children learn about similarities and differences between themselves and others. Children are curious and spend time experimenting with messy activities, as well as sand and water play with a variety of containers and tubes. Staff plan exciting learning experiences outdoors that include walks by the river and boat trips. This helps to develop children's understanding of their local area.

Key persons gather information that provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. There are learning journals in

place for all children that include photographs and observations and achievable next steps for learning. These highlight the good progress that all children make, including those who are learning English as an additional language or have special needs and/or disabilities. Staff have daily discussions with parents to give them informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute to their child's learning journal. This approach successfully engages parents in their children's education.

All children develop good communication and language skills. Babies laugh, vocalise and move their bodies to the regular beat of the music. Younger children join in action songs, smiling and copying staff. Older children are confident speakers. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff effectively encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure. Children use different tools to make marks to practise early writing skills. Babies are curious about the toys which have buttons and make a noise. They smile as the toys light up and produce sounds as they touch buttons. This helps them develop an understanding of how things work. Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give babies and young children the space and time to explore what they are interested in. This means that they learn to concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

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

The effective key person system supports children to feel valued and promotes their sense of belonging. Caring staff warmly welcome the children and their families. The move from home into the nursery is managed well through an effective settling-in process. This continues throughout the nursery as children move on to different rooms. They explore the next room with their key person to help them to become familiar with these changes. As a result, all babies and children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance when they need it. Children have a positive approach to new experiences and organised routines help them to feel secure and confident. Staff carefully monitor children's care routines and share information such as sleeping patterns, eating and nappy changing routines with parents. Children behave well as they are secure and happy in the nursery. Children respond well to the clear boundaries set for them. Very young children hear gentle reminders to say 'please' and 'thank you'. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Older children are particularly well mannered and behave well as staff share consistent expectations and set a good example. Children willingly take on responsibility. They tidy away toys and resources and help to clear the table for snack time.

Staff effectively promote children's awareness of developing a healthy lifestyle. They provide healthy snacks and regular indoor and outdoor physical play opportunities. Staff incorporate outdoor play into the daily routine so all children spend time enjoying fresh air. Staff gently guide and support children to manage their own personal care, such as hand washing before eating. From a young age, children explore how to fasten clothing, including shoes. As a result, children develop independence to manage their hygiene and personal care. Staff promote children's safety well and children follow the nursery's rules, such as moving carefully around the furniture. All children take part in regular fire drills so they gain a good awareness of keeping themselves safe. These measures mean children enjoy their nursery experiences and develop useful skills to underpin their eventual move to school.

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

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. There are robust vetting procedures in place to check staff suitability to work with children. In addition, induction procedures support staff to develop knowledge of the setting's policies and procedures. All staff hold current paediatric first aid certificates so that they can attend to a child in the event of an accident. Staff understand their responsibilities to provide safe play environments for children. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

Staff have secure partnerships with families. Parents speak highly of the staff and the nursery and feel that staff are very approachable. The nursery shares good relationships with other professionals involved with the children which supports their continuity of care and learning well. The enthusiastic and motivated leadership team are firmly dedicated to providing a high quality provision for all. They are able to identify what they do well and target areas for future development. Staff are involved in decision making and supported well in their professional development. As a result, staff are highly motivated to ensure all children receive the best possible start in life. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. Consequently, children are well prepared for the next stage in their learning when the time comes for them to move on to other settings.

The Childcare Register

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

The requirements for the voluntary 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	119631
Local authority	Tower Hamlets
Inspection number	813584

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	81
Name of provider	Fran n Bru Limited
Date of previous inspection	16/06/2011
Telephone number	0207 513 0505

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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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