

Upminster Little Learners Day Nursery

124 Upminster Road, Hornchurch, Essex, RM12 6PL

Inspection date	12/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	Not Applicable	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 play in a safe, welcoming and happy environment. This enables them to be active learners.
- High staff to child ratios ensures children are safe, content and settled.
- The staff have good relationships with parents. They keep parents well informed about the provision and their child's progress.
- Staff support children to make choices in their play, this allows them to develop high levels of independence and have variety in their learning experience.

It is not yet outstanding because

- Resources to support children's awareness of diversity through role play is not offered.
- Opportunities for children to engage in fire drills have not been provided.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 both indoors and outdoors.
- The inspector carried out a shared observation with one of the managers.
- The inspector gathered views of a sample of parents, talked to staff and children.
- The inspector looked at children's assessment records, planning information and a viewed a sample of documentation maintained for the service provided.
- The inspector took account of the systems for self-evaluation, updates on meeting actions identified and feedback from the local authority.

Inspector

Shaheen Belai

Full Report

Information about the setting

Upminster Little Learners Day Nursery registered in 2012 and is operated by a private company; Upminster Little Learners Limited. The setting is situated in Upminster, in the London Borough of Havering. Children have access to a large play area and associated facilities. Children have access to an outdoor play area.

The setting operates each weekday from 7.30am to 6.30pm, for 51 weeks of the year. Children attend for both full-time and part-time sessions. The setting provides funded education for three and four year olds. There are currently 32 children in the early years age range on roll. The setting is registered on the Early Years Register.

The setting employs four members of staff, this includes the managers. All four staff members are qualified, two at degree level and the remaining hold appropriate early years qualifications. In addition, there is casual cover staff in place to cover for staff absences.

The premises are within a short walking distance of transport links, schools, park and shops.

What the setting needs to do to improve further

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

- extend on the provision and variety of resources that reflect diversity in role play areas
- practise fire drills with children so they develop an understanding and familiarity of what to do in the event of an emergency.

Inspection judgements

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

Staff demonstrate a strong knowledge and understanding of the Early Years Foundation Stage Framework. They implement this knowledge well to promote children's learning and development. Staff plan and provide a varied and stimulating range of activities based on the systems they use to observe and assess children's learning progress. This ensures that children receive good levels of challenge and become fully engaged in purposeful activities. Children benefit from the high adult ratio that support and guide them in their

learning. They receive a good balance of adult-led and child-initiated activities. This allows them to develop high levels of independence to explore their own interests and build on existing skills. Children make good progress in their learning and development. When children start, staff discuss with their parents what they can do, their likes and dislikes. Following this, parents are encouraged to play an active role in their child's learning through sound systems set up for the regular exchange of information.

Children thoroughly enjoy looking at books with staff in the carefully created book area. They gather around on cushions or sit on the lap of staff members to have books read to them. They sit for long periods listening and engaging with the staff. This engagement supports children's language development. The circle times offer children opportunities to develop concentration skills, share experiences and make requests about rhymes they wish to sing. Children enjoy action rhymes, which fully engage them to listen to instructions from staff. For example, children listen carefully to sounds of animals made by staff and then move around the room following the descriptions provided by staff. Children enjoy outdoor play, they move freely using large resources to push and ride. In addition, staff support them to explore the effects of the weather as they explore ice created in the cold weather on outdoor resources. Children adore the outdoor games initiated by staff. Children run and hide and when staff find them they happily squeal in surprise. They provide challenge for children in the area of maths and problem solving. For example, individual children engage in activities using props to recognise the concept of the value of numbers, sort numbers in order and access a wide range of puzzles.

Children are greatly interested in technology. They use programmable resources and operate the compact disc player to initiate rhymes. Children access a range of tools to carry out creative activities; they explore play dough using shape cutters and scissor. Staff display children's work and photographs to show the range of activities they engage in. This gives recognition to children's achievements and promotes their self-worth. Children go out in the community to build on their learning experiences, such as to visit the park, the local shops and the book library. In addition, they learn about the roles of significant persons in their community, such as the local police visiting the children in their police car. Role play is popular and children use the traditional range of props on offer. For example, they care for their dolls and cook food with their friends. However, the range is limited for children to have access to a variety of resources that reflects diversity, to strengthen their views of others in the community.

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

Children develop a good sense of safety and independence because staff provide clear explanations of how to play safely and move around the setting. For example, they remind children not to walk around with scissors and explain the implications of this action on their well-being. Children behave extremely well. They play in harmony with their friends and are developing good manners. Staff deliver consistent messages and provide clear recognition of good behaviour. Children develop independence and help their friends. For example, older children are given tasks to help at snack times and help their younger

friends put on their coats when going outdoors. The use of appropriate safety equipment and measures contribute to allowing children to play in a safe and secure environment. Staff have not practised an emergency evacuation drill with the children, consequently, children therefore have limited knowledge of what to do in an emergency. Therefore, staff are unable to evaluate if the procedures are effective to support children's safety.

Snack times and mealtimes are organised to be both a learning and a social experience. Children gather quickly to locate seats or sit close to their friends. At snack times, they select from a range of fruits, demonstrating their preferences and trying other fruits on encouragement by staff. Staff engage children to learn about the different textures, smells and colours of the fruits on offer, as they offer children the whole fruit to handle and describe. At lunchtime, they enjoy freshly cooked meals that help children learn to make healthy choices from an early age. For example, they happily eat chicken, potatoes and vegetables. Children follow efficient personal hygiene routines, as they show a strong sense of independence in routines of hand washing. Outdoor play is encouraged in all weathers. Staff talk to children about wrapping up warm before they go out and the importance of this. The children benefit from this on a daily basis, either through the use of the setting's own outdoor play area or going out in the community. Children thrive due to daily fresh air, opportunities to exercise and having periods to rest and sleep according to their own individual needs.

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

All staff members understand the arrangements for safeguarding and therefore, they are aware of their responsibilities. Management conduct risk assessments regularly. They record details of any action taken to address identified risks. Staff maintain records to support children's overall welfare, such as accident records and attendance records of staff and children. All staff are trained in current first aid, to ensure children receive appropriate treatment should the need arise. Management follows procedures for checking staff suitability to support children's safety. This is evident as management has built on numbers of staff employed in the short time of operating. Newly appointed staff receive support through induction and probation periods, which is monitored closely by management to identify areas for development. The staff team work closely and organise their deployment well throughout the setting. Children benefit from the high levels of staff on duty, who support children to feel safe and secure in their care.

All children are valued as individuals and there are plans ready to implement to support any individual needs identified. For example, menu planning reflects children with special dietary needs and all staff trained to administer specific life-enhancing medication. Management are aware of working in partnership with other professionals and agencies to promote continuity of care. They recognise the need to support children with transition to school and have plans in place to support this when the need arises. Partnerships with parents are strong. Staff build on this continuously through daily verbal communication, the two way exchange of the daily diary system and using text messaging. At inspection,

parents expressed full satisfaction of the service provided. They praise the settling-in process, progress achieved by their children in their learning and development, the professional yet friendly approach of staff, and the systems used to communicate and engage parents. An informative notice board provides parents with relevant information and also the introduction of newsletters. A full range of the setting's policies and procedures is available to parents.

Management has made a strong start in the short time of the setting operating. They are knowledgeable and play an active role in the day to day operations of the setting. They are passionate to build on the setting's achievements. For example, they identify for themselves what areas they wish to develop on using the Ofsted self-evaluation form and from feedback given by the local authority. The setting also participates in the local authority grading system. As part of self-evaluation, management ensure they gather the views of staff and parents through discussion. Management has identified areas to develop such as, providing children with access to computer technology and supporting staff to gain a further childcare qualification.

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 action. 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	EY450891
Local authority	Havering
Inspection number	885858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	32
Name of provider	Upminster Little Learners Limited
Date of previous inspection	not applicable
Telephone number	07889901737

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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, which are usually the childminder's 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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