

Little Learners Nurseries

65 Church Street, Edmonton, London, N9 9PY

Inspection date	01/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 developing valuable independence skills as they confidently make use of their bright and accessible nursery environment.
- Children are good listeners and confidently express their ideas as staff engage them in fun speaking and listening activities. This in turn supports the development of good communication skills.
- Children demonstrate that they feel safe and secure; this is evidenced in the warm attachments that have been established with their key person.
- Staff value working in partnership with parents. Parents speak highly of the quality of care and learning opportunities offered to their children.

It is not yet outstanding because

- Staff do not provide consistent opportunities for children to share and use their home language in their play and learning.
- Staff are yet to extend their partnership working with local schools so that smooth transitions are fully embedded for all children moving onto school.

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.

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 children's play and staff interaction, both indoors and on a local outing.
- The inspector and manager undertook a joint observation of an adult-led creative activity.
- The inspector talked with staff and held meetings with the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Little Learners Nurseries Ltd is a privately owned company and opened in 2012. The nursery operates from a church building, within Lower Edmonton, in the London Borough of Enfield. Children have access to a large hall on the ground floor. The nursery serves the local and wider community and is open term-time only; Monday to Friday from 9am until 3.30pm. Children may attend on a full or part-time basis.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. There are currently 24 children aged from two years to under five years on roll. The nursery currently support a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are three members of permanent staff working with the children alongside one business administrator. The manager holds the Early Years Professional Status qualification and half of all other staff have early years qualifications, with one staff member working on an apprenticeship scheme.

What the setting needs to do to improve further

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

- provide more opportunities for children to use their home language within their play and learning

- strengthen partnerships with schools that children move on to, supporting a continuous approach towards their learning.

Inspection judgements

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

Children are very happy and settled as they confidently make choices about their play. Staff provide them with a broad range of fun activities that are linked into children's individual interests. This results in children being motivated and eager to learn.

Planning and assessment systems are effectively linked into the seven areas of learning. This results in children experiencing a good range of learning opportunities, which support them to make good progress in all areas. The effective implementation of the 2 year-old progress check has identified children requiring additional help and has enabled staff to

put in place systems to support them. Consequently, children with special educational needs are successfully supported to meet their individual milestones as staff work in partnership with parents and outside professionals. This enables children to receive consistent and appropriate challenges to help them move onto the next stage in their learning.

Children who speak English as an additional language are making good inroads in developing their speaking and listening skills. However, staff do not provide consistent opportunities for them to use and have their home language acknowledged within their play and learning.

Children arrive happy in the morning and confidently say goodbye to their parents. They are greeted warmly by staff with many children enjoying a welcome hug from their key person. Children settle quickly into activities of their choice and seek out their friends to engage in cooperative play. It is evident that children are developing strong attachments with both staff and their peers. Children are able to share and take turns as they excitedly engage in an adult-led activity. Children are confident to discuss the ingredients they need to make modelling dough. Staff support children's thinking and ask open questions to encourage conversation. Children are delighted to help measure the flour and pour the water and salt into the bowl as they help to form the mixture. Staff skilfully encourage children's problem solving skills as they count how many cups of flour and water they need and ask them to observe the texture of the mixture to estimate whether they need more flour or water. These fun activities help to develop children's critical thinking and support their confidence in sharing their ideas.

Children have daily opportunities to get fresh air and exercise as they go outside for walks in the local community. They are thrilled to go on listening walks as they wear their elephants listening ears which give focus to the activity. Staff enthusiastically help children to focus on what they can hear and see. Children are spurred on by this enthusiasm as they excitedly call out 'I can hear birds sing' and 'I can hear an aeroplane'. Children enjoy this relaxed experience as staff do not rush them and clearly follow children's interests. For example, children observe a fly sitting on the wall and want to observe and discuss their finding. Inside the nursery children enjoy physical challenges such as balancing on blocks and playing games such as skittles, which require good skill and coordination. Older children are developing many valuable skills that will support their learning when they move onto school. For example, older children are beginning to write their names and recognise familiar letters and numbers displayed in their environment. They are able to concentrate and follow instructions. Children are respectful of their environment as they help to tidy away resources and help set up activities.

Children benefit from the successful partnerships that have been established with parents. Parents comments include, 'staff are focused on meeting the individual needs of the children, they are always willing to talk about children's progress and give guidance about how to support learning at home' and 'my child loves to come to nursery, they even request to go at the weekend.'

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

Children are cared for in a calm and relaxed environment. The strong key person system in place helps children to feel secure and confident in their relationships. As a result children confidently move around and independently access a range of stimulating activities and resources which are attractively organised. Staff are well deployed as they follow children's interests and develop these within their play. For example, when children are playing in the role-play caf area, staff are available to order their drinks and hand over pretend money to support children's purposeful play.

Staff are good role models and reinforce desirable behaviour. For example, praising children for helping with tasks or for being good listeners. The impact is that children are very well behaved and do remind each other of the behaviour rules. For example, during an adult-led activity children are confident to say to their peers 'you need to sit down and wait your turn.' Children enjoy supporting staff in keeping the environment free from risks. For example, they are quick to offer to help clear resources on the floor, which are posing a tripping hazard; or to help clean the table for snack time. Staff maintain a daily risk assessment of the environment and resources to help ensure that children are cared for in a secure and safe environment.

Children are developing many positive self-care skills as they know that they must wash their hands before eating and after visiting the bathroom. Visual hand washing displays in the bathrooms also encourage discussion as to why this is important. Children confidently use the mobile water container in their playroom to wash their hands independently. Children enjoy healthy snacks during the session, these include, crackers, bread sticks, cheese and yoghurt. Parents are advised on what to include in children's packed lunches when they stay for lunch. They are informed that only healthy foods must be provided and that products with nuts must be avoided. Staff use lunch time routines as an opportunity to discuss with children the benefits of eating healthy foods and taking regular exercise.

Children are well prepared for the next stage in their learning when they move onto school. This is because staff provide good solid learning opportunities to develop the necessary skills to support them to achieve. However, it is evident that some children are moving onto school in September and partnerships with local schools to aid their transition are yet to be fully embedded. The manager acknowledged that this is an area to improve.

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

The staff team demonstrate a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager and owner of the provision have robust recruitment, vetting and induction procedures in place to help them to appoint suitable staff. All staff complete a three month probation period before they are offered a permanent position in the nursery. Discussions with staff demonstrate that they are enjoying working in this recently established nursery. Staff are confident to discuss

how they safeguard children by keeping the environment safe and secure. Staff demonstrate a competent knowledge and understanding of child protection issues. They are secure in their roles and responsibilities and the procedures to follow should they have any concerns regarding the welfare of children.

The manager is an experienced early years professional. She has a secure understanding of her responsibilities in meeting the learning and development requirements. She confidently supports her staff through regular supervision and through providing opportunities for them to attend training to update their skills. She supports staff by assisting and quality assuring their planning and assessment systems. The manager values her staff team. She engages staff and parents in self-evaluation processes so that everyone has a consistent approach towards implementing improvements. The manager is a reflective practitioner and she is able to set clear targets to drive improvement. For example, she and the owner of the provision have been liaising with the church committee to try and secure an area of the car park where they hope to develop a safe garden area for children to play. The nursery are continuing to increase their resources and have listened to children's requests to have dinosaurs. Therefore, children's interests are seen as being fundamental to implementing improvements in the nursery.

The staff team has established professional partnerships with parents and outside professionals to support the continuity of care for children. There are good systems in place to keep parents informed and involved in their children's ongoing progression. Staff work effectively with professionals to support the individual learning needs of children with special educational needs. Parents speak highly of staff and comment that the commitment to meeting children's individual needs is a strength of the nursery. Parents also comment on the open door policy where they are always welcome to come in at any time to speak with staff. Parent's individual comments include 'I wish I could keep my child here for longer as they are progressing so well and have become so confident, however, in September it is time for them to move onto school.'

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 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	EY453885
Local authority	Enfield
Inspection number	890649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	21
Number of children on roll	29
Name of provider	Little Learners Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07782126443

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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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