

Little Unicorn Day Nursery

20 Canada Square, Canary Wharf, London, E14 5NN

Inspection date	17/04/2013
Previous inspection date	02/06/2011

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
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 feel secure in the care of nurturing staff.
- Key persons provide and care for each child with an individual approach.
- Strong partnerships with parents help to enhance children's learning and development.
- Children have good opportunities to use, explore and respond with their different senses.
- Children enjoy varied and nutritious meals. They also learn about the importance of healthy foods through discussions and activities.

It is not yet outstanding because

- Children's independence skills are not always encouraged at lunch times.
- Children do not always have good access to dual language books to help them become more aware of their home languages and others and different scripts.

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 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 had discussions with the manager.
- The inspector observed the children during play and the staff's interaction with the children
- The inspector sampled a variety of documents, which included safeguarding policies, children's assessment reports and some other records that the setting is required to keep.
- The inspector carried out a joint observation with the manager,

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Little Unicorn Nursery is one of four nurseries run by Fran n Bru Limited. It registered in 2005 and operates from purpose-built premises, within a commercial building in Canary Wharf in the London Borough of Tower Hamlets. The nursery serves the local community and the parents who come in central London to work in Canary Wharf. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children go out on trips to the local parks and they regularly use the communal outdoor space for physical play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 92 children aged from birth to five years on roll, some in part-time places. The nursery has a number of children learning to speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 19 members of staff. All hold early years qualifications to at least level 3.

What the setting needs to do to improve further

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

- strengthen opportunities for children to access dual language books that reflect their home languages, and use these books to raise all children's awareness of different languages and scripts used within the community

- consider ways to further encourage children's independence at lunch time.

Inspection judgements

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

Children have independent access to toys and equipment throughout the day. This enables children to make choices about their play, be motivated and interested to learn. Consequently, all children are progressing well in their learning and development. Babies and toddlers begin to develop preferences and make choices as they explore a range of toys that staff lay out for them to play with. Staff competently assess children's achievements during play to plan activities based on children's individual learning needs and to move them on in their learning and development. Children learning to speak English participate in appropriate activities to help them to make good progress in their communication and language development.

Staff use resources well and interact effectively with children to support their learning and understanding of food during a fruit tasting activity. Staff ask children open-ended questions, which helps them to organise their thoughts and express their ideas. Children use their senses to explore and describe experiences as they smell and taste foods. They also use their sense of touch to help them to describe the range of textures when feeling oranges, strawberries and apples.

Children's communication and language skills are developing well. They listen and respond to instructions. Staff provide daily opportunities for children to talk about their experiences with their friends during circle time sessions. Staff build and extend children's vocabulary by introducing new words during planned activities. Children have good opportunities to develop their writing skills as they use stencils for learning to write letters of the alphabet, copy adults' writing and freely make marks on paper and chalkboards. Older children demonstrate emerging writing skills as they are beginning to write the first letter in their name. This helps to prepare children to be ready for school. Babies are beginning to show interest in books as they explore a selection of cloth, picture books and books with hidden pictures under flaps. Children enjoy looking at books independently and listening to stories in groups, which promotes their early literacy skills. Staff read stories to children using play people and props, which helps to extend young children's concentration and encourage their involvement. However, children do not always have good access to dual language books that reflect their home languages and those spoken within their community to support their developing language and literacy skills. It also helps all the children become aware of different languages and scripts other than English. Children develop good mathematical skills because they know their numbers beyond 20 and some can recognise written numbers one to nine.

In response to a recommendation raised at the last inspection, staff effectively promote children's creativity through stimulating play and activities using different media and materials. Children take part in varied arts and crafts activities, some of which are led by a visiting arts tutor. For example, children listen to music while painting a picture and are inspired to use different strokes to the rhythm of the music. Children explore a variety of colours through free painting and they experiment with paint by mixing different colours together to discover how to make colours such as, green, orange and purple. Young children experiment with sound as they learn, with support, how to shake musical instruments and tap to rhythms. Children demonstrate self-care skills when putting on their coats, helping to put toys away and tidy up without any prompting from staff. However, staff do not always promote children's independence at lunch times to help them gain physical handling skills and self-confidence. For example, children are not encouraged to help themselves to food from the serving bowl, pour their own water from the water jug or to serve their friends.

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

Staff warmly greet children on their arrival, which makes them feel welcome and begin to develop a sense of belonging. Staff are particularly attentive to the needs of younger and

new children separating from their parents. They acknowledge how children are feeling by comforting and giving them reassurance. This helps to promote children's emotional well-being. All key persons obtain relevant information from parents, enabling them to make sure they establish children's individual routines as soon as they start at the nursery. Young children are gaining confidence and developing good self-esteem as staff positively respond to the ways babies communicate their needs. They also attentively listen to children's comments and value what they say. Children enjoy each other's company. Older children are beginning to show care and concern for others as they help them to look for toys. Staff support younger children in sharing toys to help them develop good personal and social skills. Older children are learning to take turns during games and listen to each other when talking in a group situation. Children's behaviour is good.

Staff demonstrate a positive attitude towards equality and diversity as they treat children as individuals and consider their needs when providing resources, activities and when planning the menu. Children play in a well-organised environment where they have dedicated rooms for active, quiet and sensory experiences. In addition to this, children also have access to a library room where they select books for story times or to take home to share with their parents. This helps to link children's learning experiences from nursery to home.

Children are learning to be safe. They take part in regular emergency evacuation procedures so they understand how to evacuate the premises quickly and safely. They learn about road safety when going out on trips around the local community.

Babies receive regular drinks of water to make sure that they do not become thirsty. Staff encourage older children to think about their personal health needs. For example they provide water jugs and cups in the rooms and children confidently help themselves. Staff also place toddlers' beakers where they can find them to get a drink. Children learn about the importance of eating healthily through receiving nutritious and balanced meals for lunch and snacks. They also learn the benefits of a healthy diet through discussions and activities. Babies and toddlers gain physical skills appropriate to their stage of development as they are provided with push and pull along toys, soft blocks for rolling on and off, and a ball pool for exploration. Children use a good range of physical play equipment including slides, climbing frames, tunnels and tricycle. All of which, helps to develop their balance and coordination.

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

Staff effectively promote children's welfare and have attended safeguarding training. They demonstrate a good understanding about child protection issues and how to implement procedures for recording and reporting matters of concern. The management team make certain they consistently follow effective recruitment and vetting processes. This means that the staff are suitable to work with children. Staff conduct risk assessments at the start and end of each day to identify and minimise the risk of hazards to children. They carry out risk assessments prior to taking children out on trips to assess potential hazards on-

route or at the venue to keep children safe on outings. In addition to this, the manager and senior staff regularly review and analyse accident reports, to make sure staff continue to avoid dangerous situations and implement good safety measures to keep children safe.

Staff understand their role and responsibilities to provide good quality care and promote children's learning and development. This is because they receive appraisals, regular supervision and clear communication from management. The management team actively encourage staff to attend training to help improve the quality of the nursery and the outcomes for children. They hold regular staff training days to increase staff's knowledge and skills and to make sure they receive up-to-date information. The manager and staff's secure knowledge of the learning and development requirements and their systems for assessments and planning enable children to make good progress. The management team has a good understanding of the nursery's strengths. They identify areas of practice to improve the outcomes for children through continual self-evaluation in consultation with staff and parents.

Partnerships with parents are well established and this contributes immensely to children's care and learning. Parents are encouraged to become involved in their child's learning and development when they place their child in the nursery. For example, parents contribute to an initial assessment about their child. This helps staff to know children's abilities in order to provide developmentally appropriate activities when they start. Staff encourage parents to attend play day sessions to develop an understanding of the importance of play. They are also encouraged to attend transition meetings with key persons to help with their child's move to other rooms within the nursery. Staff offer good support for children with additional care and/or learning needs. They work in close liaison with parents and outside agencies to make sure that they cater well for the specific needs of the children. The staff have close links with other settings belonging to the management team to exchange ideas about ways to support children's learning.

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
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	EY306794
Local authority	Tower Hamlets
Inspection number	910465
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	92
Name of provider	Fran n Bru Limited
Date of previous inspection	02/06/2011
Telephone number	0207 519 1010

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

