

Little Saints Day Nursery

The Mews, 92a Parchmore Road, THORNTON HEATH, Surrey, CR7 8LX

Inspection date

Previous inspection date

05/06/2013

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 and settled. They enjoy their time at the nursery as they are offered a good range of activities and they are supported effectively by staff.
- Strong leadership and management ensures all aspects of the service are monitored well and staff show a commitment to driving continuous improvement.
- Staff use effective methods of observation, assessment and planning to ensure children's individual learning needs are met. As a result, children are busy and keen to learn.
- Staff are calm, caring and consistent in their approach to managing children's behaviour.

It is not yet outstanding because

- Children are not always able to sit quietly, enjoy books or calm down if they wish as they do not have a dedicated quiet area.

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 observed activities throughout the nursery and the outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Little Saints Day Nursery has been registered since November 2012. The nursery has been established since 2005 and recently changed from a joint ownership to sole ownership by the provider who also changed the nursery name. The nursery is situated in a residential area attached to a community centre in the Thornton Heath area of the London Borough of Croydon. Children have access to an open play group rooms for children aged 2 to 5yrs and a separate baby room with a sleep area. There is also an outdoor play area. The nursery is open Monday to Friday from 7.30am to 6.30pm except for bank holidays and is also closed for one week at Christmas. The nursery supports children who speak English as an additional language. Nine staff are employed to work at the setting including a cook. The majority of staff have appropriate childcare qualifications or are working towards a qualification. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 37 children on roll in the early years age range. The nursery receives funding for nursery education for three and four year olds and for children who are on the two year olds programme.

What the setting needs to do to improve further

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

- review the organisation of the learning environment to create quiet area where children and adults can enjoy looking at books without being interrupted by others, while also providing a safe space for children to go to calm down or when they need to be quiet if they wish.

Inspection judgements

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

Children are making good progress in all areas of learning. They are supported well by staff who give children lots of encouragement during play. Staff ask children questions that extend their learning effectively because they understand children's differing abilities and individual learning needs. As a result, children are interested to learn as staff hold their attention well. The key person system is clearly embedded in staff practice. Consequently, staff know the children well and monitor the progress of the children in their key group effectively. Staff in all group rooms use consistent methods of observation, assessments and planning. They evaluate their observations and use this information to identify children's individual learning needs which are then added to the activity plans in a colour coded system. This means that the range of activities promotes the learning needs of all children effectively. Good systems are in place to share information with parents on

an on-going basis. This promotes a consistent approach to supporting children's learning at home and the nursery. In addition, staff share information with parents and complete the progress check report when children are aged between two and three years. They also provide a written report when children leave the nursery to move on to school. These processes support children's ongoing learning and development.

Children benefit from a good balance of learning opportunities during indoor and outside play. They enjoy a broad range of free-play and adult-led activities that promote all areas of learning. Children are confident speakers and fully engage in conversations during play. For example, during outside play they gather around a snail and discuss how it moves and looks with staff. They show good speaking and listening skills during these conversations and are considerate of each others' ideas. Older children develop their literacy skills as they enjoy listening to stories read by staff during group times. They also join in group time activities such as talking about letters and making the letter sounds. Children enjoy drawing and older children show good early writing skills as they independently add their names to their drawings and paintings. Younger children enjoy exploring the textures of the sand and water. Older children carefully make sand castles and talk with staff about their size and who will live in their castle. Children enjoy a broad range of activities that promote their mathematical skills. Older children play cooperatively as they fit the pieces of a large interlocking puzzle together. They enjoy matching shapes to a base card to create pictures and patterns and use magnetic shapes to create three-dimensional structures. Younger children develop their problem solving skills as they use bead rails and toys with lots of buttons to press to make them work. Babies handle a variety of toys and everyday objects which help them to learn about weight and size. Older children enjoy using construction toys and play imaginatively with the models that they make, for example, pretending they have made a rocket. However, the construction area and the book corner merge together which limits opportunities for children to sit quietly and enjoy looking at books and to have a safe space to calm down or be quiet if they wish.

All children develop their creative skills during art and craft activities. They play imaginatively in the home corner and re-enact real life experiences. Younger children play instruments enthusiastically and make good attempts to sing the familiar songs with staff. Babies enjoy listening to music and jig along, developing their sense of rhythm. Babies are supported well in developing their walking skills. They activity use the trampoline and enjoy playing with balls and balloons. Older children develop their physical skills well during outside play. They show confidence and good physical control as they use the climbing frame and stepping stones. Children learn about many cultures and beliefs during activities that relate to festivals. They go on frequent outings to parks, shops and the library which enables them to develop an awareness of their local community. Children are supported well by staff during play and are making good progress in all areas of learning.

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

Children and staff have very good relationships. Older children confidently approach staff, talking about what they are doing during play and laugh and joke together. Younger children and babies are reassured with lots of hugs and cuddles. Babies settle in gradually

so that they feel safe in their new nursery environment when their parents leave. Children develop their independent learning skills effectively as they make choices of toys during play. Each group room is well equipped with good quality toys and furniture, including home corners that are well stocked with a variety of interesting utensils and real clocks for example. Younger children benefit from plenty of clear play-space, enabling them to develop their crawling and walking skills in a safe way. Older children also enjoy free-flow play, enabling them to make choices of playing indoors or outside. The learning environment is welcoming with lots of displays of children's creative work, posters and information for parents. The nursery environment is organised in an open plan style with low level divided areas for the older and younger children. As a result, younger children are confident when as they move through the nursery. Good systems are in place to support children as they prepare to move on to school. For example, they identify their written names on a leaf shape and add them to their group room tree as a method of self-registration. Children are supported well by staff in following daily routines and staff offer to take children to visit their new schools if parents are unable to do so.

Staff give children lots of praise for their efforts and achievements during play. Children are well behaved and older children respond cooperatively to the daily routines. For example, they help to tidy away the toys and set out the tables for lunch. Staff actively promote the key person system, developing strong bonds and firm relationships. This is evident in the way that staff confidently handle situations where children present more challenging behaviour. Staff are very calm and confident, enabling any issues to be resolved quickly. However, children do not have a dedicated quiet area where they can go to in order to calm down independently or play quietly if they wish. Children are developing good self-care skills. Staff encourage younger children to feed themselves and offer support when needed. All children enjoy the relaxed mealtimes where staff sit and eat with children in small groups, creating a family atmosphere. Older children confidently use cutlery and make choices of foods they like to eat. Staff promote consistency of care with parents by following the individual daily routines of babies, so that their meal and sleep patterns are maintained. Children manage their personal needs well and develop their awareness of hygiene through daily routines, such as using the bathroom appropriately and brushing their teeth after lunch. Staff show high regard to promoting good hygiene practice at all times. Children adopt healthy lifestyles as they enjoy a balanced diet of meals freshly prepared on the premises and healthy snacks. Children participate in lots of outside play and outings that promote their physical skills while enabling them to gain fresh air and exercise on a regular basis.

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

Children's welfare is promoted successfully through good systems of leadership and management. Staff have completed relevant safeguarding training with the local authority so that they know what to do if any safeguarding issues arise. Staff successfully implement a full range of policies and procedures that promote children's health, safety and wellbeing. Staff maintain accurate records relating to children, staff and any visitors to the premises. They show high regard for promoting children's safety through good levels

of supervision at all times. They conduct risk assessments and daily safety checks to ensure risks are minimised relating to the safety of the premises and activities for children. The suitability of all staff to work with children is monitored effectively through appropriate checks. Staff participate in on-going systems of appraisal which are tailored to meet their personal development needs. Good partnerships have been established with other agencies, such as the local authority information service who support staff and parents regarding children's additional needs. Good relationships have also been established with local schools to support children when they move on.

Partnerships with parents are highly effective. Parents spoken to during the inspection report that they receive lots of information from staff about all events of the day and their children's progress. Parents say that their children are happy at the nursery and that they are provided with a good range of activities which they enjoy. Parents explain that their children are happy with the staff and that they find staff approachable and friendly.

Good systems are in place to monitor the educational programme and children's progress records. The learning environment is welcoming and children have access to a good range of resources, furniture and equipment in all group rooms which are suitable for their age range and abilities. Staff make time give daily feedback to parents and use information gained from parents to promote continuity of care and children's learning at home. Staff work cooperatively, ensuring children are supervised well while supporting their individual learning needs. Staff show a strong commitment to driving improvement. They complete improvement plans and monitor how successfully they are implemented. They attend regular team meetings to discuss the children in their care and all aspects of the nursery provision. They also complete self-evaluations which highlight the strengths of the setting and areas that they plan to improve.

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	EY456103
Local authority	Croydon
Inspection number	894843
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	37
Name of provider	Patricia Gerona Sonia Poleon
Date of previous inspection	not applicable
Telephone number	07903762790

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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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