

Leo's Den Nursery

37 Law Street, LONDON, SE1 4DZ

Inspection date	11/06/2013
Previous inspection date	09/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the expected developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.

It is not yet outstanding because

- Staff do not yet know key words in children's home languages, which means they do not fully support children learning English as an additional language.

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 in the main playrooms and the garden.
- The inspector spoke with the provider who is the manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the self-evaluation form and a selection of policies and procedures and children's records.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Leo's Den Nursery has been registered since 2009 and is privately owned. It operates from the ground floor of a converted building. It is located on a residential road in the Tower Bridge Road area of the London Borough of Southwark. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

Children are cared for in an open-plan style setting with two group areas and an enclosed garden. There are also suitable toilet, office and kitchen facilities. There are currently 43 children on roll in the early years age range. The nursery supports children who learn English as an additional language.

The nursery employs a total of 15 staff members who work with the children either full-time or part-time. Of these, 12 staff members hold recognised childcare qualifications.

What the setting needs to do to improve further

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

- strengthen opportunities to engage with parents to support children's home languages by learning key words to support their vocabulary.

Inspection judgements

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

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their self-esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff record the children's home languages, but currently do not get key words from the parents to support the children's learning of English as an additional language. However, staff effectively use singing, explanation and praise to help develop children's communication and language skills well overall.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows them to think about the answers and older children use descriptive words to describe the story line. Staff also support children well with their early reading skills. They take time to explain how to pronounce the words and remind children to use their fingers to highlight the word they are reading. This further enhances their language skills.

Planning is effective in progressing the children with their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require support with their learning and development. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents so they can see the progress their children have made. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning

Children take part in activities to teach them about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Parents come into the setting to share food that comes from different places around the world, which enhances the children's learning about the wider world they live in. Staff support very young children well with new emerging skills such as walking. They make sure floors are kept clear to allow children to practise this new skill and develop their physical skills.

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

Staff work with the parents well to settle their children into the nursery. They familiarise themselves with children's interests and use these to settle children in. Staff help to prepare children well for school. They teach children how to dress and undress and the routines they will have when they start school, which helps to prepare them well for this move.

Children learn about keeping safe through the staff's effective support. For example, they teach them about tripping hazards and being careful on the steps between the playrooms and the outside areas. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

All mealtimes are social occasions where children sit and talk about play and what they have been doing at home, with the staff. For the younger children staff sit with them and support their emerging independence skills. Older children set the tables and help to give out the plates to the children. Children serve themselves their meals and staff encourage them to have vegetables. Staff talk about how vegetables are good for their bodies and the benefits of healthy eating. Staff also role model to the children healthy eating as they eat with them. Children have daily opportunities for exercise in their garden areas, which promotes their physical development well.

Role play in the rooms is strong. Children play well together and share toys. Staff are skilled in using these opportunities to teach the children about healthy lifestyles and to enhance their language skills. Children talk about working in a doctor's surgery and staff extend their learning well. For example, they provide gloves and wet wipes for the children to use as they pretend to clean cuts and wounds to their dolls. Children talk about what is happening and staff question the children to think about what they can do next. This extends their learning further.

Staff use resources well to promote all areas of learning. The resources are all stored so that children of any age can freely choose the resources in their room, to further enhance their learning and development. This also helps to promote the children's independence skills. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Detailed risk assessments are in place to enable children to play in a safe learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result children are cared for by suitable staff.

Staff work closely with the parents and they regular share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children, including those with special educational needs.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress. The provider's self-evaluation process is good. The manager works with staff and the local authority early years team to work through development and action plans to bring about the positive outcomes for children. Staff involve the parents by gathering their views on the service they provide. Their views and then fed into the plans to look at what changes can be made to the service that is being provided. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide. The manager has taken positive steps to meet actions set at the previous inspection. As a result, staff have made positive improvements to the safety and security of the nursery, the key person approach and assessment systems. The manager has also taken steps to improve safeguarding children procedures and the systems for induction and staff development. These changes have helped to develop practice and promote positive outcomes for children.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff are effectively deployed around the nursery

to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

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	EY382828
Local authority	Southwark
Inspection number	905168
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	36
Name of provider	Success Associates Ltd
Date of previous inspection	09/01/2013
Telephone number	0207 403 4484

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

