

Little Elms Lee

84 Handen Road, LONDON, SE12 8NR

Inspection date	20/06/2013
Previous inspection date	20/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 making good progress in relation to their starting points because assessments are used well to plan for children's individual progress.
- Children learn how to be healthy by developing their physical skills and understanding that food helps us to grow.
- Self-evaluation is used well to plan for improvements in the quality of the provision.

It is not yet outstanding because

- There are fewer opportunities for children to learn about diversity in the social world around them and use their home language in role-play situations.
- Staff have not fully developed their systems for supporting children to prepare to move on to 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.

Inspection activities

- The inspector observed activities involving staff and children.
- The inspector sampled children's records and observed the children to check the accuracy of assessments.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents to find out their views of the nursery.

Inspector

Debra Davey

Full Report

Information about the setting

Little Elms Lee, of Little Elms Day Care Nursery Limited registered in 2010. It is registered on the Early Years Register. There are currently 85 children on roll in the early years age group. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery is situated in a residential street in Lee in the London Borough of Lewisham and there are enclosed outside play areas to the front and rear of the property. Children aged two to four years are accommodated on the ground floor. Children from three months to two years are cared for in two groups on the first floor. There are 19 staff working directly with the children. The majority of staff hold early years qualifications at National Vocational Qualification level 2 or 3. One member of staff holds qualified teacher status (QTS). The manager holds early years professional status (EYPS).

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about other cultures and to use their home language during play

- provide more support for children moving on to school by working with parents and local schools.

Inspection judgements

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

Children are making good progress in their learning and development. The learning environment is well organised for all age groups and this allows children to make independent choices in their play. The staff plan a child-led approach to learning based on what they know about the children through observation and speaking to parents. They carefully record children's starting points and add details to their progress records over time to show how and where children are developing in the Early Years Foundation Stage. This means that they are able to plan activities that are tailored to meet each child's needs. For example, children's interests in sea-life creatures have been followed up with expressive arts and crafts activities and by sharing books to help the children build on what they know. Staff encourage children to explore their creativity using textures and colours and ask questions to help them think and learn through play.

Babies and toddlers enjoy close contact and cuddles from staff who sit with them, which helps them feel emotionally secure. Staff enable them to explore the baby rooms and provide a planned range of different activities so that babies can choose what they want to do and play with. There is a creative room for paint, sand and play dough where toddlers can experience the different textures and express themselves. Some babies choose to sit with a member of staff to look at books or experiment with toys that make sounds and respond to touch. They enjoy looking in to mirrors near the emotions board and staff provide a good range of natural and wooden toys and objects for babies to learn using their senses. Whatever babies choose, staff plan well for their development and provide close contact and support. This helps young children make expected progress in their development and feel content and secure.

There is a good balance of child initiated and adult-led activities for all children to support their learning. Staff talk to children to let them know what activities are available throughout the day and to let children know that they can choose to play inside or outdoors in the garden. This means that children learn a sense of independence and have choices in their play and learning. However, children do not always have good opportunities to learn about other cultures or use their home language during play to fully promote inclusion. The children receive good support from staff, both in the planned daily activities and the weekly classes for French, dance and tennis. This means that children enjoy a broad range of activities to enhance their skills as they prepare for school. However, staff do not currently implement systems that are fully effective in supporting children as they prepare to move on to school, to ease the transition from nursery for each child.

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

Children's health and well-being are supported well. The environment is clean and made safe through good procedures. Effective use is made of checklists and risk assessments to ensure that hazards are minimised and children can play safely. The building is secure and monitored by closed-circuit television to help to ensure that only known persons are able to access the premises. Staff teach children rules when playing outside and using equipment so they learn to keep themselves safe as they take risks in their play. Staff have a good understanding of child protection matters and the signs and symptoms that may indicate concerns about a child's welfare. The staff maintain an up-to-date knowledge of local child protection procedures and have a clear policy for safeguarding. Children are protected well as a result.

Children enjoy good nutritious meals and regular drinks as part of a healthy lifestyle. They rest well because they are able to have a sleep after lunch if they choose. They enjoy plenty of physical activity out of doors because they have the option to play outside all day. They enjoy weekly classes to help them learn about physical skills such as dance and tennis. Children and staff have useful discussions about how learning to move in different ways and eating healthy food helps them grow and makes them strong. This means that children benefit from active lifestyles and they develop important skills and attitudes for the future. Children develop important personal and social skills while in the nursery. Staff

implement the nursery's behaviour management policy appropriately and give children plenty of praise and encouragement to foster their self-esteem and confidence.

Children are confident in their play because they are able to make choices based on their natural curiosity. This builds a positive attitude to learning. Each child has a key person, which means that children's care needs are met by familiar adults. The organisation of staffing levels and the learning environment is good and children enjoy a good range of resources and educational materials to support their play and learning. As a result, children behave well and persevere with activities that help them to enjoy their learning.

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

The leadership and management of the nursery are good. There is a clear management structure where roles are well defined and this supports the efficient running of the nursery. Robust recruitment and vetting procedures help to ensure staff are suitable for their role working with children. The management also follow appropriate monitoring systems to deal with any staffing issues to help safeguard children. The manager demonstrates a good understanding of how her staff need to work in order to provide good activities and effective teaching. This helps to ensure that the management team lead the staff well through supervision and training. In turn, this helps improve the outcomes for children.

Staff use self-evaluation well to plan for improvements and the management team have successfully identified and begun to meet their priorities for improvement. For example, they have improved their management of the changes young children experience when they move from the baby room to the older age range. They now work closely with parents to support children through this transition so that children and parents feel secure. Staff have started to work in partnership with local schools to support the change that children experience when they move on from the setting to support their well-being.

The managers and staff have a good understanding of how children learn. There are systems in place to track and monitor children's progress over time. This means that any children requiring additional support are quickly identified. The team work effectively with parents and other professionals to secure action plans and targets to support individual children. This helps to close the gap for children who may have otherwise been disadvantaged by the time they move on to school.

Partnerships with parents are good. Information is shared regularly about children's progress and parents are invited to become involved with their child's learning through newsletters and 'partnership tree' displays. Parents say that they are happy with their child's care and feel that their views are listened to and acted upon. This two-way flow of information supports children's learning in nursery and home.

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	EY417692
Local authority	Lewisham
Inspection number	921035
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	57 - 28
Total number of places	40
Number of children on roll	85
Name of provider	Little Elms Daycare Nursery Limited
Date of previous inspection	20/04/2011
Telephone number	02088 527439

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Type of provision

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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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