

# The Little House Day Care

Napier Hall, 1 Hide Place, London, SW1P 4NJ

<b>Inspection date</b>	09/08/2013
Previous inspection date	28/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 motivated to learn because they have good learning opportunities and warm relationships with staff.
- Staff use effective teaching strategies to engage children and to develop their learning.
- Children behave well because staff use gentle encouragement and praise to promote positive behaviour.
- Staff keep parents well-informed of their child's progress and provide good opportunities for parents to be involved in their child's learning.
- Management have good awareness of the strengths and weaknesses of the nursery and have set ambitious goals for improvement.

### It is not yet outstanding because

- Opportunities for older children to use simple technology are not maximised.
- Links with local schools to support children who move to school are not extensive.

## 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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector observed the indoor and outdoor environments.
- The inspector spoke to staff, parents and children during the inspection and took their views into consideration.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

The Little House Day Care has been established since 1998 as a nursery school and re-registered in 2006 to incorporate the nursery school with the day care provision for children under three years. They operate from a community building in the city of Westminster. The ground floor of the premises is a community hall that the nursery has sole use of during the hours of operation and the upper floor has been purposefully converted for the nursery use only. All children share access to a small enclosed outdoor play area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is open from Monday to Friday 8am to 6pm for 50 weeks of the year. There are currently 65 children on roll in the early years age range who attend a variety of sessions. The nursery receives funding for early years education for children aged three years. The nursery supports children who learn English as an additional language. The staff team consists of 26 staff who work directly with the children, all of whom are qualified in early years. Of these, 17 staff hold qualifications at level 3; three staff hold qualifications at level 2; one staff member holds a qualification at level 4; one staff member holds a qualification at level 5; three staff hold the Early Years Professional status and one staff member is a qualified teacher.

### What the setting needs to do to improve further

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

- maximise opportunities to develop older children's ability to use simple technology
- develop further links with local schools to support children who move to school.

### Inspection judgements

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

Staff support children's learning well in this well-arranged, warm nursery. Children make good progress because staff plan carefully to meet their needs. Plans are based on children's interests and cover all areas of learning and this provides a wide range of challenging and interesting tasks for children. Children enjoy a balance of child-initiated and adult-led activities enabling free and structured play.

Children are keen to learn because staff follow their lead enthusiastically. For instance, children decide to use small cans as balancing stilts once they have finished playing a game and staff support the children to do so. They recognise their names well because

they select individual name cards when they arrive at the nursery. Children learn about letter names and sounds by using textured letter cards and by playing games. Staff provide good opportunities for children to practise small muscle control as they transfer rice grains from one container to another. Staff challenge children well. For example, they ask children to rebuild a tower after it was knocked down during a game of skittles. Children work cooperatively by taking turns to help to reconstruct the tower. However, opportunities for older children to learn to use simple technology are not extensive as the resources to promote these skills are not freely available to the children. Staff engage children effectively in a lively puppet show by encouraging their participation through effective questioning. Children answer questions about the story and the characters in it. Children concentrate well and listen attentively. Children practise their drawing and early writing skills by using a range of tools and materials. Overall, children learn good skills for later use at school.

Babies respond happily to staff as they sing familiar nursery rhymes in lively tones. This helps to teach babies new vocabulary. Babies enjoy learning to move in different ways as they crawl over and under soft foam tunnels and other large soft equipment. Staff support language development of babies by speaking to them in clear simple sentences. Staff respond to babies' interest in books and name objects that babies point to in stories. Babies operate simple technology when they press buttons on electronic toys and observe the effects of their actions.

Children develop good physical skills because staff provide them with a wide range of opportunities both in the nursery garden and by visiting nearby parks. For instance, children learn to climb on frames, ride on wheeled-toys and balance on small apparatus.

Children who learn English as an additional language make good progress because staff learn key words in children's home languages to support communication skills. Staff use gestures, visual resources and a range of other strategies to support children further.

Staff maintain good records of children's development, which they use to inform planning well. Staff observe children regularly and collect samples of children's work and evidence of skills, which they use to determine children's next steps for learning. Progress checks are completed for children aged between two and three years and written summaries are provided to parents.

Parents share observations of their child with staff and are kept informed of their child's progress through daily interaction. This provides opportunities for parents to be involved in their child's learning. Their involvement is also encouraged at parents' evenings where they review children's developmental records and progress with staff who suggest home activities to support children's learning.

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

Children are happy and eager to learn in this warm and organised setting. Staff get to know the children well by finding out about their interests and skills and by incorporating

this into activities.

Staff teach children how to behave safely by talking to them about road safety. Children behave appropriately in the nursery and staff reinforce group rules during discussion times with the children. For instance, children walk when indoors and know not to leave resources on the floor if they have finished using them. They have a good awareness of how to take care of themselves and use the bathroom independently and at appropriate times. Staff teach children the importance of good hygiene and this supports their understanding of how to keep healthy. Babies' nappies are changed in bright, colourful and hygienic areas. The nursery is organised well and children have access to low level resources in labelled units, which supports their independence.

Children eat nutritious, balanced meals freshly prepared each day by an external contractor who caters for special dietary needs. Children develop healthy habits because they have daily fresh air and physical exercise in the nursery garden or local parks. In poor weather, staff set up a wide range of physical challenges indoors for children and this ensures that they always have physical development opportunities.

Staff manage children's behaviour well because they use gentle encouragement and praise. This motivates children to behave in positive ways. Staff have clear expectations for behaviour which are shared with the children who respond well. Children settle quickly in new groups in the nursery because they spend time getting to know staff and the environment before they move. Staff help to prepare children for school by talking with them about different aspects of school life. However, links with local schools are not fully developed to support children's move to school further.

Staff teach children about different ways of life by celebrating and discussing special events, such as Eid. This helps children to understand and value difference.

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

Children's safety is important to staff. They carry out risk assessments covering all aspects of the nursery and this helps to keep the premises safe. The entrance to the nursery is secure and prevents intruder access. Closed circuit television and video entryphone door systems enhance children's safety. Staff know procedures to follow should they be concerned about a child and know signs to be aware of. All staff are qualified in first aid and this supports children's safety. Children are supervised well and staff are deployed effectively at all times, including during times of arrival and departure of children. Staff to child ratios are good and this supports effective supervision of children. Management carry out thorough background checks on staff during the recruitment process and this protects children further.

Management supervise staff regularly and record any actions needed so that appropriate support is offered if areas of underperformance are identified. Staff meet up with managers each year to review their work and to ascertain their training needs. Staff have

attended various courses, including first aid. This has led to improved knowledge of how to respond in a medical emergency.

Management have good insight into the quality of staff practice because they spend time in group rooms observing children. They carry out spot checks on planning and assessment records and this helps to assure quality and to identify any gaps in learning. Management devise ways to close any gaps in learning so that all children have equality of opportunity to make progress in their learning.

The nursery has good partnerships in the local community which involves visiting local care homes for the elderly. Partnerships with health professionals are in place and have been used in the past to support children with special educational needs and/or disabilities. Staff work well with parents by providing good opportunities for parents to support their child's learning. Staff keep parents up to date on children's progress. Parents spoken to at the time of the inspection expressed good levels of satisfaction with the provision and were pleased with their child's development.

Management have set clear goals for improvement to the nursery because they consider and analyse its strengths and weaknesses. For example, management plan to send staff on training courses to enhance their understanding of the use of natural resources and everyday objects in babies' play. The nursery has carried out improvements from previous inspections, for instance assessments of children's progress are now in a consistent format. The nursery operates effectively and shows good ability to maintain this in the future.

### 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
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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

<b>Unique reference number</b>	EY320354
<b>Local authority</b>	Westminster
<b>Inspection number</b>	918380
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	64
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Colin Shaw
<b>Date of previous inspection</b>	28/02/2011
<b>Telephone number</b>	0795 6661891 or 0207 592 0195

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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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Piccadilly Gate  
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