

# Love Lane Day Nursery

Love Lane, MITCHAM, Surrey, CR4 3AU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 10/06/2013 |
| Previous inspection date | 22/06/2012 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | 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            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from a welcoming and inclusive nursery. They have access to a good range of play materials and resources.
- Children show good levels of confidence and independence and are motivated to learn.
- Staff work closely with parents. They use effective systems for communication that ensure that parents are well informed.
- Children take part in a broad range of activities and experiences. They make good progress in their learning in relation to their age, starting points and capabilities.

### It is not yet good because

- There nursery have had to take action recently to ensure that they meet legal requirements in relation to the hygiene of the kitchen.
- Risk assessments do not always sufficiently cover all aspects of the environment that need to be checked or address how risks will be managed. This a requirement of the Statutory Framework of the Early Years Foundation Stage and the Childcare Register.
- The nursery does not have robust systems for self-evaluation in order to drive all possible improvements within the setting.

## 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 children taking part in activities and during care routines indoors and outside in the garden.
- The inspector held discussions with the manager and members of staff.
- The inspector sampled records including children's files, planning, risk assessments, environmental health reports and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector looked around the premises.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

Love Lane Day Nursery registered in 2012 and is privately owned. It operates from Elim Pentecostal church in Mitcham. The downstairs of the church building is used by the nursery. There are two playrooms and children have access to an enclosed outdoor play area. The nursery is open from 8am to 6pm each weekday all year round, except for one week at Christmas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children on roll who are all in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities.

There are five members of staff who work with the children. The manager has Early Years Professional Status (EYPS). There are two staff who hold relevant level 3 qualifications and one member of staff who is qualified to level 2. One staff member is currently working towards a qualification.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that risk assessments identify all aspects of the environment that need to be checked and include details of how risks will be reduced or managed if they cannot be removed

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

- enhance ways of self-evaluation, to monitor and review the provision, as part of the process of continuous development

### Inspection judgements

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

Staff gather detailed information about each child's background, starting points and needs. For instance, they talk to parents during settling in visits and ask them to complete comprehensive 'all about me' forms. This helps staff get to know children well and provide all the support they need. Staff show a good understanding of how to support children's

learning through play. They plan and provide an interesting, varied curriculum that helps children make good progress in all areas of their development. Staff observe children's achievements closely and each child has an individual development plan that includes the next steps for their learning. Staff keep parents well informed about children's progress through daily discussions, regular reports and face-to-face meetings each term. They provide activities for older children to complete at home over the weekend. This helps ensure that parents are involved in their child's learning.

Younger children explore their environment happily. They freely investigate a good variety of resources stored at their level or have fun diving head first into the ball pit. Staff support their early communication skills well when they talk to them as they play, repeat words and sing songs and rhymes. Older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They speak confidently, listen attentively at circle time and select a wide range of resources for themselves. Staff skilfully support children's language development when they ask them questions and encourage them to join in conversations. They successfully foster children's interest in books by creating welcoming areas in both playrooms, where children can share stories. Older children find their name when they arrive and have fun writing as they play. They enjoy writing their own book, retelling a favourite story to their friends and remembering the beginning, the middle and the end.

Staff make good use of daily activities and routines to develop children's understanding of number. Children help count out the fruit at snack time and join in with number songs. Staff show children how to use a sand timer and talk to older children about size and capacity as they fill containers in the water tray. Staff successfully support children's skills in using everyday technology. Older children use the computer confidently to complete simple programmes. Younger children have fun pushing the buttons on an interactive toy and moving their body to the sounds it makes. Children use their imaginations as they play in the home corner, dressing up and making tea. Older children choose resources from the creative area independently when they want to make something. They get out recycled cardboard tubes and some paint to decorate them. Staff make the most of diversity to help children learn about the world around them. Children enjoy dressing in traditional costumes during Black History month or tasting Chinese food for Chinese New Year.

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

Children make positive friendships with staff and each other. They come into their room happily when they arrive. The key person system is well established. Younger children benefit from consistent carers, who make sure they follow familiar routines from home. This promotes children's emotional and physical well-being effectively and helps them settle well. Children respond well to the calm, consistent approach of staff. They become familiar with the routines and expectations of the nursery and their behaviour is positive. They play cooperatively together and learn to share and take turns. Children are able to be independent as they serve themselves some fruit and select their own resources from a box or shelf.

The nursery is welcoming and well-equipped, with a wide variety of age-appropriate resources available for children to choose from both indoors and outside. Staff supervise children appropriately. They help children learn about risks and how to keep themselves safe when they show them how to use the scissors carefully or talk about road safety. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Staff conduct daily checks of the premises and outdoor area and make sure they remove any obvious hazards, such as glass found in the garden. However, risk assessments do not always include all aspects of the premises, for instance the steps or bricks in the outdoor area, or address how these risks will be minimised or managed in order to ensure children can play safely. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage.

Children's health is promoted appropriately overall. Toddlers and older children learn to manage their own personal needs when they wash their hands before they eat or get a tissue to blow their nose. Staff follow careful procedures for changing nappies such as wearing aprons and gloves, which help reduce the risk of cross-infection. Children have regular, well-balanced meals and snacks. Younger children begin to feed themselves with spoons and older children manage their forks competently. Children play outside every day, enjoying the fresh air and exercise. They practise their physical skills riding bikes up and down or playing a game with a ball.

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

This inspection was brought forward following concerns received by Ofsted, regarding management arrangements, the hygiene of the kitchen and the safety of the outdoor area. This inspection found that suitable arrangements are in place when the manager is not at the nursery and an appropriately qualified member of staff is able to deputise for her. It was also found that although the nursery had recently failed to meet environmental health requirements in relation to the kitchen, staff have worked with the Environmental Health Officer to make appropriate improvements in this area. However, legal requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register, in relation to risk assessments and their impact on the safety of some areas of the premises, are not fully met as they are not always thorough enough to manage some potential hazards.

Suitable arrangements are in place to safeguard children overall. Robust recruitment procedures ensure that staff are appropriately vetted and qualified. All staff attend child protection training. This ensures that they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. The manager monitors staff performance through regular supervision and appraisals and staff regularly attend local training courses. This means that staff are appropriately trained and supported. All the required paperwork that supports the day to day running of the

nursery is in place.

Staff show a good understanding of the learning and development requirements and monitor all children's progress closely, for instance using tracking sheets. They work closely with parents and encourage their contribution to assessments of children's achievements. Parents find staff friendly and approachable. They feel that their child well cared for and is making good progress in their learning. Parents have access to a wide variety of information about the nursery through newsletters, the notice boards and regular meetings. Staff also work effectively in partnership with other professionals if needed, to make sure that children with additional needs experience a consistent approach to their learning and care.

The manager of the nursery takes appropriate steps to address any recommendations from previous inspections and is keen to act on any advice from local authority support staff. Since the last inspection, the nursery have improved their registration system and developed children's independence at meal times. However, the manager is still in the process of implementing more rigorous systems for self-evaluation so that the nursery can identify and prioritise areas for future development and drive continuous improvement.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)

## 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

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Unique reference number</b>     | EY440816                  |
| <b>Local authority</b>             | Merton                    |
| <b>Inspection number</b>           | 919836                    |
| <b>Type of provision</b>           |                           |
| <b>Registration category</b>       | Childcare - Non-Domestic  |
| <b>Age range of children</b>       | 0 - 8                     |
| <b>Total number of places</b>      | 50                        |
| <b>Number of children on roll</b>  | 15                        |
| <b>Name of provider</b>            | Bridget Onyemechi Omatoje |
| <b>Date of previous inspection</b> | 22/06/2012                |
| <b>Telephone number</b>            | 020 8640 4837             |

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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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