

Little Flowers Day Nursery

13 Prentis Road, LONDON, SW16 1QB

Inspection date

Previous inspection date

15/11/2013

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

- The manager has already established an effective system to help her to know how well the staff are doing, and what they need to do next to make teaching even better.
- Staff work well together with all the children to promote good learning. The nursery is well organised and children have time to learn inside and outside.
- The children in the nursery are settled and confident because staff take very good care of their emotional well-being.
- The staff build good relationships with parents who receive good information and say they are very happy with the way their children have settled in the nursery.

It is not yet outstanding because

- Staff do not consistently use questions that help children to talk deeply about their learning.
- Some of the assessments that staff make are not detailed enough to enable them to know clearly what children need to do next to make their learning even better.

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 spoke with the new provider and manager of the nursery.
- The inspector spoke with parents during the inspection.
- The inspector carried out joint observations with the manager.
- The inspector observed teaching and learning in all the nursery rooms, and during planned time in the outside area.
- The inspector reviewed documentation including children's learning records as well as some policies and procedures.

Inspector

Teresa Kiely

Full report

Information about the setting

Little Flowers Day Nursery registered in 2013 and is owned and operated by a limited company that also owns another nursery. It operates from a detached house located in Streatham in the London borough of Lambeth. The premises are near to local transport links, shops schools and parks. There is an enclosed outdoor play space. The nursery is open from 8 am to 6 pm, Monday to Friday for 50 weeks of the year, with the usual bank holiday closures. Children can attend a variety of sessions. The nursery is registered on the Early Years Register. The nursery receives funding for free early education for children aged two, three and four years. There are currently 50 children on roll. The nursery supports children who learn English as an additional language. The nursery employs a manager and a team of 12 members of staff; the majority hold appropriate early years qualifications. The manager and two members of staff have Early Years Professional Status.

What the setting needs to do to improve further

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

- develop the ways in which staff use questions so that children are encouraged to think critically and creatively about what they are learning
- support staff to make assessments that help them to clearly identify children's starting points and enable them to successfully plan children's next steps in learning.

Inspection judgements

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

Children are provided with a range of interesting and challenging experiences that match their age and stage of development. Each of the nursery rooms is well organised. Staff provide a well balanced programme of planned activities and time for children to learn at their own pace.

Provision for the youngest children is very strong because the staff team work very well together. They provide opportunities for children to practise their early writing skills as they explore what paint can do on a brush and when the paint is on their hands. The adults work at the children's own height level so that they can learn about language. They use gesture, smiles, and a suitable tone of voice to encourage children to explore even further. Often they sing spontaneously with the children as they play together. Younger children move together as they sing well-known songs and rhymes. Staff use resources

such as scarves to play peek-a-boo to make children laugh and giggle together. Social and co-operative learning is a strength here. Moves into the nursery is extremely well managed, so that even the newest children appear comfortable and happy in the baby room.

Toddlers enjoy outside play where they have a range of activities suitable for their age and stage of development. Practitioners take care to begin to develop their independence in supporting them to put on their own coats as they prepare to go outside. Once outside they are able to run, jump and climb. They often choose to stay close to adults, although some are already learning to play alongside their peers. Adults help their physical learning here so that they are able to take risks with appropriate support.

Children, across the nursery, make good progress in their learning and are comfortably working within what is expected at their stage of development. Children who have English as an additional language are supported well. Vulnerable children make good progress because of the care that is taken by each key person to support their individual needs. There are procedures in place to support their language development, and diversity is a strength of the nursery. The key person scheme is very well developed, and children's personal, social and emotional learning is very strong. Staff know how to assess children's learning, but because the starting points are not always clearly identified, there are sometimes gaps in the planning of what children need to learn next to further support their learning.

The older children have a more structured day that supports their independent play yet also enables them to learn from planned activities that develop skills such as name writing and counting. Staff know how to teach children about the world, and take advantage of time outside to show children the characteristics of living things such as spiders and worms. Inside, children are able to talk cooperatively together as they learn how to dress babies, or work with dried spaghetti and rice to develop the muscles in their fingers that will later help them with their early writing. Sometimes, they do not ask enough questions, particularly of more able children, that will enable these children to explain what they are learning. These children are not challenged enough to think creatively about what they are doing and ask questions that will help them to learn more quickly.

Children are prepared well for the move onto school. School teachers often visit the nursery to learn more about their children before starting school. The nursery celebrates the achievements of children before they move on with a summer 'graduation ceremony'. This boosts children's self-confidence in preparation for their next steps in learning.

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

All children, from the youngest to the oldest, appear happy and confident in the nursery. They enjoy coming to the nursery and appreciate the welcome that the nursery manager and staff gives them when they come through the door each day. The manager and her staff know the children very well. Communication between the home and the nursery is good. Parents have welcomed the introduction of the new communication diaries and

value the information in them, which tells them what their children are doing each day.

It is noticeable that children seek out and enjoy the company of the staff members who work with them. They form secure attachments and enjoy the company of their key person. When staff sit down, or join children on the floor to work directly with them, other children who also want to join in often join them, and so social learning is encouraged and promoted. Staff take time to model play and language that will encourage children to develop good relationships and talk with one another. Behaviour issues are rare because there is energy and enthusiasm for learning that is shared by everyone in the nursery. It is clear that the staff team know and like their children. They enjoy being with them. They support children so that the children learn to respect each other, and tolerate each other's differences.

Children are encouraged to take risks. Babies have resources that enable them to pull themselves into standing positions independently. Toddlers are able to move across rooms, with adult support, to begin to make their own learning choices. Older children have opportunities to explore their environment inside and outside. Adults know how to keep children safe and supported during their time in the nursery. The manager ensures that staff to child ratios are maintained at all times. On some days, when there are fewer children in the nursery, the staffing ratios are maintained at the same level, and this supports the key person scheme and deepens children's learning and emotional development.

The nursery employs a cook who produces nutritionally balanced meals. Children have fresh fruit daily and access to drinking water whenever they want or need it. Staff carefully manage children's individual dietary needs. Older children are able to talk about the need to take exercise. Children's need for physical exercise is carefully planned for in the outside area. Toddlers and older children enjoy the climbing frame outside and are able to use the structure independently or with support if they still need this.

Children practice regular fire drills with the staff. When a fire occurred nearby, the staff team were able to evacuate the children from the nursery efficiently. Bystanders praised the children's behaviour and the attitudes of the staff during the evacuation.

The learning environment inside and outside is well thought out and appropriate to each child's age and stage of development. The staff team offer the children a range of experiences that enable them to be confident, successful, and active learners. As a result, they are well prepared for the next stage of their learning.

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

The manager and the new provider have formed an effective partnership that is supporting the leadership and management of this rebranded nursery. Some new systems for managing learning have already been put in place, and others are in the process of being introduced. Staff successfully share updated policies and procedures. There is

thoughtful discussion and analysis of the success of the new paperwork systems. The provider has sought the support of the local authority to identify any needs and train staff when necessary.

Since the new provider took over the nursery, he has worked with the manager to evaluate the strengths of the nursery, and identify areas for development. This analysis has been completed in depth, and has enabled the leadership and management to plan on-going developments that will further benefit the nursery.

The staff team are effective because they are well managed. They hold qualifications that enable them to effectively support children's learning and ensure that they make good progress. The manager knows what good teaching looks like and has developed a nursery team who support her vision. The manager carefully monitors and supports the educational programmes across the rooms, inside and outside. The manager is aware of the need to support room planning and the careful tracking of the children's progress further. There is an on-going programme of staff development that has been carefully planned to meet the learning and welfare needs of the nursery staff team. Underpinning this is a very effective system of staff development and appraisal. Each member of staff has identified individual plans for their own development when working with children. Staff are regularly appraised and supervised. This is a strength of the nursery.

The provider and manager understand all their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They know how to keep children safe. They are clear about the steps they should take if they have concerns about any child in their care.

Staff work very well with parents, and they are very supportive of the nursery. There is a carefully planned programme of parental discussion with staff, daily communication, and a parents' forum. Parents are aware of what their children are learning. When needed, staff are able to call on the support of other agencies to further support children's learning. They are aware of the importance of partnership working.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464645
Local authority	Lambeth
Inspection number	921556
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	50
Name of provider	Woodside Trading Limited
Date of previous inspection	not applicable
Telephone number	0208 6967362

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

