

# Wee Ones

4 St. Ann's Crescent, LONDON, SW18 2LR

<b>Inspection date</b>	05/02/2014
Previous inspection date	20/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 management team show a strong commitment to continuous improvement. They create a culture of reflective practice and self-evaluation, which results in positive outcomes for children.
- Children are happy, feel safe and respected because staff treat them with kindness, leading to the development of trusting relationships.
- Staff have a good understanding of safeguarding issues and the action they need to take should they have any concerns about a child's welfare.
- The nursery forms positive relationships with parents and other early years' educators, which supports the ongoing care of children.

### It is not yet outstanding because

- The organisation of daily routines does not fully provide younger children with opportunities to initiate their own play and learning.
- There are occasional lapses, when staff do not give children explanations as to why their behaviour may not be acceptable. This does not fully support children's developing understanding of how to manage their own behaviour.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors made observations of staff interactions with children.
- The inspectors undertook a joint observation with room leaders
- The inspectors sampled and examined the nursery's policies and procedures, which included safeguarding procedures, children's developmental records and staff suitability records along with other documentations.
- The inspectors took into account the views of the parents spoken to on the day of inspection.

## Inspector

Janet Thouless and Teresa Elkington

## Full report

### Information about the setting

Wee Ones registered in 2008. It is privately owned and managed. The nursery is situated in a Victorian house in a residential area within the London Borough of Wandsworth. Children have access to 'base' rooms, located over four floors. There is a garden for outdoor play. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. Children from 6 months to under five years attend the nursery for a variety of sessions. There are currently 71 children on roll between the ages of 13 months to four years. The nursery is funded for the provision of free early education to children aged two, three and four years. The nursery supports children who speak English as an additional language and children with special education needs and/or disabilities. The nursery follows the Montessori educational philosophy. A team of 22 staff work with the children and, of these, three hold Qualified Teacher Status and 16 hold relevant childcare qualifications, ranging from Montessori diplomas to early years Foundation degrees. There is, in addition, a team of administrators and a housekeeper.

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

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

- develop the use of child initiated activities further, to promote younger children's skills of exploration and discovery
  
- develop a consistent approach to managing children's behaviour, so that all staff offer clear explanations to children as to why their behaviour may not be appropriate.

### Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. They successfully combine the Montessori philosophy with the learning and development requirements. There are good systems in place to observe, assess and plan for each individual child's next steps in learning. As a result, staff provide a broad range of interesting and challenging experiences which contribute to children making good progress. Staff assess children's starting points through information they gain from parents: they complete an 'All about me' form which provides essential information on children's starting points. Staff give a high priority to encouraging parents to play an active part in their children's learning while they are at nursery. Parents attend meetings to discuss their child's progress, and parents comment that they enjoy discussing their children's progress with staff. In addition, parents are able to share information about

their children's learning with the nursery, through the use of daily diaries. This helps to support children's learning at home as well as in the nursery. Staff use a summary form to record details for the required progress check for two-year-old children. Staff complete this in partnership with parents and it provides a clear record of their children's progress.

There is a very strong emphasis on developing children's communication, language and literacy skills. Staff are skilled in engaging children in conversation and extending their thinking. As children enjoy a colouring activity, linked to the theme of 'cold', staff talk with children about what they are doing. Staff introduce new vocabulary to children, through asking, for example, if they are 'making lines' and by making comments such as, 'You are using the pink crayon, what other colours are there? Look, this one is blue'. Staff also talk with younger children about the pictures, highlighting 'coats', 'hats' and 'scarves'. They help children to make links to these objects, as they talk about the coats and hats they wear to keep warm.

Younger children's problem solving skills are developing as they work out how to take the lids off chunky pens, for example; and staff give them lots encouragement and praise when they succeed. Older children are interested, keen learners, absorbed in their play, exploring the wider environment and developing their own solutions and ideas. For example, a group of children busily make fat balls to feed birds. They are excited and talk about how birds in winter need extra food. When they are asked why, they say it is because there are no berries and not enough insects to feed them. They talk excitedly hanging their fat balls, 'High in the tree so birds can eat them.' They eagerly examine the fat balls already hanging in the tree, to see if birds have visited the garden. In addition, children learn the features of their local environment, for example, through visits to a local delicatessen to source ingredients for a cooking activity. Children enjoy talking part in gardening activities, such as planting and harvesting herbs, fruits and vegetables.

Staff teach older children about letters and sounds through the use of books, attractive displays and activities that enable them to recognise and write everyday words. Children become excited when they identify letters that are important to them, such as letters in their name. Displays of children's writing show children that their contributions are respected and valued. Purposeful adult-led activities enable staff to focus on supporting children's individual learning needs. For example, staff gently support children to develop pencil and scissor control through making coloured 'fish' to put into a fish bowl. Through conversation, staff model and encourage the use of mathematical language. For example, 'How many fish do we have?', 'What happens if we take two away?' In addition, Montessori equipment enables children to explore the number and size of objects, developing further mathematical language and skills. These positive early years experiences provide children with a good start in life, to enable them to develop the skills needed for their future success.

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

Children demonstrate that they feel safe and secure in the welcoming and caring atmosphere of the nursery. Children arrive happily because they enjoy secure, trusting

relationships with staff who treat them with care and affection. Staff have good expectations of children and are aware of their capabilities. Key persons have a good knowledge of children's starting points in learning, their individual care needs and parents' preferences. As a result, children make good progress in their personal, social and emotional development. Children's behaviour is generally good, although some children's behaviour can be variable. Staff do not always offer children explanations as to why their behaviour may not be acceptable. For example, they do not discuss the impact of children's actions on others, such as when one child takes a book from another. This does not enable children to develop a thorough understanding of how to manage their own behaviour.

The environment is maintained to a very high standard. Resources are of good quality and easily accessible to children. As a result, children are able to make independent choices in what they want to play with. However, there are fewer opportunities for younger children to initiate their own activities through exploration and discovery. Children's displays are personalized, their artwork is individual and expressive, and clearly involves their own ideas. Brightly coloured displays around topics such as healthy eating, and what to wear in cold weather, also enhance learning.

Younger children enjoy physical play indoors as they climb up soft steps into the ball pool. Staff highlight the need to be careful as they climb the steps, providing support as needed. In outdoor play, older children are developing a 'Can do' attitude to learning, as they work together to make walk-ways. They join together large, interlocking squares, so that they can move around the garden without putting their feet onto the ground. They show great satisfaction when they successfully complete the task. They use bikes with skill, and they show concern and consideration to others as they manoeuvre them around with care, so that they do not bump into others. In addition, the nursery provides ballet classes and sports activities, run by specialists, which involve children taking part in more physical challenges.

Children thoroughly enjoy valuable social experiences during meal times. Older children help set out cups, and talk about savoury options of rice cakes and soft cheese available at snack time. They serve themselves, showing politeness and good manners as they pass the soft cheese to others. This enhances the children's confidence as well as their self-help skills. Children enjoy a balanced range of freshly cooked foods which are prepared on the premises by the cook. The staff have a good understanding of appropriate hygiene routines, which includes effective measures for nappy changing procedures and children's personal sleep routines. This promotes the health and wellbeing of the children. Children are able to take risks in safe surroundings. For example, they use scissors with great skill and demonstrate a clear understanding of how to use them safely. The nursery has a fire evacuation procedure which staff practise regularly with the children. This enables children to learn the skills to keep themselves safe in the event of fire, or any other emergency where there is a need to evacuate the premises.

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

The nursery leadership has robust recruitment, vetting and induction procedures to check staff are suitable to work with children. Management and the staff team have a good understanding of their duty to protect children's welfare. All staff have attended training and know precisely what steps to take should they have any concerns about children in their care. Access to the nursery is closely monitored. Management and staff are vigilant about arrival and collection procedures, and good security precautions contribute towards children's safety. The nursery maintains high adult/child ratios to support the ongoing care and welfare of children. All staff hold valid first aid certificates and fully understand the requirements to record accidents or injuries. This helps to ensure children are cared for appropriately in the event of an accidental injury. Staff undertake comprehensive, written risk assessments of the environment and outings, which are clearly documented and adapted as required.

Management have strong expectations of staff in developing their knowledge and skills. Staff attend training to promote their continuous professional development. The manager carries out regular supervision to make sure the staff practice is strong and consistent, and to highlight any training requirements. Management lead a reflective culture, which promotes their ongoing commitment to improve outcomes for children. They remain enthusiastic and dedicated to continuous improvement by having an action plan for future development and tackling identified areas for improvement. This includes responding to suggestions gained through feedback from parent questionnaires. The nursery is currently looking at ways to develop curriculum planning further. Self-evaluation clearly links to the nursery's development plan, with targets, strategies, and the time limits for completion.

Parents are made to feel welcome in the nursery. Parents receive detailed information on nursery practice and the curriculum. Parents spoken to during the inspection stated that they are very happy with the quality of the service on offer. Staff are welcoming and friendly, and children's individual needs are fully considered. Settling-in procedures are especially effective. Staff work closely with parents and other professionals to identify any additional learning needs; they devise individual care programmes to ensure that good levels of support are offered to all children. The nursery has close links with local primary schools, which aides a smooth transition for children leaving the nursery to begin their school life. Overall, the nursery shows a strong capacity to improve the service they provide to the community.

### **The Childcare Register**

The requirements for the compulsory 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	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

<b>Unique reference number</b>	EY364321
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	928834
<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>	80
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Wee Ones Nursery Limited
<b>Date of previous inspection</b>	20/11/2012
<b>Telephone number</b>	07919 050229

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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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