

Little Unicorn Day Nursery

2 Westferry Circus, Canary Wharf, London, E14 4HD

Inspection date	06/01/2014
Previous inspection date	25/05/2011

The quality and standards of the early years provision	This inspection:	
	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 warm and nurturing environment provided by all staff, and the highly effective key person system, enables all children to establish secure and trusting relationships, to promote their well being.
- Strong partnerships with parents help children to make good progress; staff work hard to ensure there is a joint approach to children's learning between the nursery and the home environment.
- Careful self-evaluation and targeted action planning ensure that continuous improvements are made to the nursery. As a result, all children's needs are met to a good standard.

It is not yet outstanding because

- Children do not have full access to resources that promote understanding of technology, such as computer equipment, cameras and calculators. This means that children's development in this area is reduced.
- There are fewer resources to use that promote positive images of people, in order to ensure that children are encouraged to value and respect others.

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 activities in the playrooms and on an outing.
- The inspector spoke with the managers, staff and children at appropriate times throughout the day.
- The inspector carried out a joint observation with the manager and deputy manager.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector sampled policies, risk assessment, staff suitability documents, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

Little Unicorn Day Nursery registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and situated in Canary Wharf, within the London Borough of Tower Hamlets.

The nursery operates Monday to Friday from 7.30am until 6.30pm all year round except for bank holidays. There are currently 24 children aged from 3 months to 3 years who attend full-time. The nursery employs eight members of child care staff, including the manager, all of whom hold appropriate early years qualifications. It supports a number of children who speak or are learning English as an additional language.

What the setting needs to do to improve further

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

- encourage children to value and respect others, by for example, extending the provision of resources which reflect positive images of people in a variety of situations
- provide greater support to promote children's learning and understanding of the world, by for example, providing a wider variety of resources to promote the use of technology.

Inspection judgements

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

The management team and staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure knowledge of how children learn through play, and the quality of teaching is good across all areas of the nursery. Staff have high expectations for the children in their care and are skilled at providing activities and experiences that effectively support their development. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation across all areas of learning. Children's progress is carefully monitored through efficient observation and assessment systems. Information gained from these is used by key persons to plan for the next steps in children's learning. Children who are learning English as an additional language are especially well supported to participate and achieve. For example, staff learn words and phrases from several different languages in order to communicate effectively with children and parents. Children surprise and amuse staff when they learn a new word such as 'wow'. They repeat it over and over enjoying the new sound they can make.

Babies learn new physical skills as they are supported to take their first steps or to sit unaided. They explore technology as they press buttons on toys to make sounds and lights. However, there are few resources for older children to develop knowledge of technology, such as, computers, cash registers, cameras and calculators, to improve their understanding of the world. Babies' communication and language is supported as staff mimic their babbling and they learn to say mama and dada. Older children's communication and language are well promoted as staff engage them in continuous conversation and use open-ended questioning to encourage their thinking and decision making skills.

A wide variety of good quality resources are used well to support children's learning in all parts of the nursery. Children's physical development is supported as they play at throwing balls into baskets on the green outside of the nursery. They enjoy balancing on the low walls surrounding the green. Children's personal, social and emotional development is supported as they play with their friends. They jump in puddles made by the rain and they stop at the crossing and wait for the signal to cross, learning skills for the future. Staff are skilled in extending children's learning through books and stories. Story characters are used to support development in mathematics as children enjoy identifying the colours and shapes of a favourite steam train. They learn about the world as they discuss the weather and the days of the week. Children learn to follow instructions and routines and are therefore well supported for the next stages in their learning and school.

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

Children and babies form close attachments to their key persons and build strong relationships that help them to feel settled. Staff are sensitive and attentive to each child's individual needs. Babies feel safe and content as they cuddle up with staff for a story. They sleep according to their needs and their personal care needs are managed discreetly and hygienically. Staff develop a good understanding of children's individual likes, needs and care routines through spending time with parents during settling in visits. Parents can stay for as long as they need to. Long after the settling period is over parents are still welcomed into the setting, such as those who work locally and want to pop in to say hello to their children. Older children learn to be independent as they manage their own care needs. They learn to wash their hands before eating, after using the toilet or engaging in messy play.

Children have good opportunities to exercise in the fresh air and staff ensure they are appropriately dressed in cold or wet weather. The nursery environment is welcoming and attractive to children. The rooms are cheery and bright and well decorated with children's own work and posters. Photographs of children's families are displayed in the rooms to help children to feel secure. The good quality resources are stored at child height and are accessible for all children to choose for themselves. However, there are few resources showing positive images of a variety of people to develop children's understanding and appreciation of diversity in society. Children's behaviour is good in the nursery as they are constantly engaged in interesting learning activities. Staff use frequent praise and

encouragement to raise children's self-esteem and promote positive behaviour. They have recently completed training in manual handling and discussed strategies for managing difficult behaviour and biting, so as to ensure any behavioural incidents are handled confidently. Children are emotionally well prepared for moving between rooms and to new settings. Staff work closely with parents and staff of other settings to ensure children are ready for the next stage in their learning.

Children learn about good foods for their health. Babies and children are all safely seated during main meals where they are served freshly cooked, well-balanced and nutritious meals and they enjoy the independence of learning to feed themselves. Children with medical or dietary needs are well protected as staff ensure they never come into contact with foods that could harm them. The safety of children is very important to the nursery staff who ensure that all children are constantly supervised, whether eating, sleeping or playing. No child is ever left unattended. All visitors to the nursery must sign in and out and doors to the rooms can only be opened by inserting a code. Fire drills are practised regularly so that all staff and children know what to do should an emergency occur.

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

The management team have a clear understanding of the leadership and management requirements of the Statutory Framework for the Early Years Foundation Stage. Systems for evaluating the nursery provision are good. The management team take into account the views of parents, children and staff when implementing improvements. The management team and staff discuss improvement plans at regular team meetings where action plans are reviewed. They all demonstrate a strong drive for improvement and are continually making adaptations and changes to the premises, resources and systems to ensure they are meeting the needs of the children. They know there is still room for improvement and they are keen to extend their outdoor provision to incorporate some more exciting activities and experiences when the weather improves.

This inspection was brought forward as a result of information that gave cause for concern in relation to safeguarding measures and behaviour management, It was found that the provider met their legal responsibility to notify Ofsted of any significant incident, including any serious injuries or event that may compromise children's welfare. In response to the incident the provider immediately took action to improve risk assessment and staff attended manual handling training and behaviour management was reviewed. The manager and staff have also worked closely with parents to ensure that appropriate strategies are employed to help children with special dietary needs. As a result of the additional training and strategy reviews staff demonstrate competence in their behaviour management and good safety precautions are taken to safeguard children's welfare.

Staff ratios and qualifications are well maintained within the nursery and the management team have access to qualified staff for times when core staff are absent. Robust risk assessments are carried out for all eventualities to minimise hazards that may occur. As a result, children can play and learn in safety. Children are effectively protected because

staff have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. Safeguarding training is undertaken by all staff and is kept up to date. The clear safeguarding policy includes procedures to restrict the use of mobile phones. The management team are clear about their responsibilities to report any child protection concerns to the relevant authorities and to deal with any allegations against staff appropriately. Recruitment, induction and probationary procedures are robust and underperformance is managed appropriately. Background checks are completed for all staff and this promotes children's safety and well-being as staff who care for children have been suitably vetted. Staff are encouraged to undertake regular training, including first aid training, to ensure staff understand what to do should an accident occur.

Staff management is of a good standard as all staff receive regular individual support and supervision. The management team observe staff performance and support staff to maintain consistency across the nursery. The management team regularly monitors the quality of teaching and the educational programmes to ensure children's needs are effectively met. Staff track children's progress in all areas and provide useful information about children's ongoing progress within their learning journals. Staff share information with parents on a daily basis, providing all children with continuity in their care and learning. This ensures that any gaps in children's learning are quickly identified and supported. Any concerns regarding children's development are discussed with their parents and external support is secured if needed. Partnerships with parents and other professionals are strong and support all children to achieve to the best of their potential. Parents speak highly of the nursery and are eager to praise staff for the kindness and care shown to their children. Staff have strong links with the other nurseries in the chain where children may move to after the age of three years. They work with parents to ensure new settings have full details of children's skills and abilities. They also work in partnership with other settings that children attend to maintain continuity of care and learning.

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
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	152800
Local authority	Tower Hamlets
Inspection number	945648
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	24
Name of provider	Fran n Bru Limited
Date of previous inspection	25/05/2011
Telephone number	02075196519

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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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