

# Little Green Man Nursery

15 Lemna Road, Leytonstone, London, E11 1HX

<b>Inspection date</b>	03/01/2014
Previous inspection date	31/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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 requires improvement

- Babies and children feel safe and settle well because staff are caring and experienced. Key persons support children to move between rooms so they continue to feel secure.
- Staff use consistent observations and assessments of children's achievements to plan a broad range of activities that cover all areas of learning.
- Children who are learning to speak English as an additional language are well supported, as the nursery develops good partnerships with children's parents to exchange words and key phrases.
- The staff team are encouraged in their professional development and receive regular training on site to ensure their knowledge and skills are up to date.

### It is not yet good because

- Supervision of staff in the toddler rooms does not ensure that all staff follow the nursery's health and safety procedures.
- The supervision of staff in the toddler rooms lacks focus on the quality of teaching which means that children's learning is not consistently promoted.
- There are insufficient resources across the nursery that provide positive images of people to help children to learn to respect and tolerate differences.

## 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 all playrooms and the garden area.
- The inspector spoke with the managers, staff and children at appropriate times throughout the day.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector carried out joint observations with the deputy manager.
- The inspector looked at policies, risk assessments, staff suitability records, children's development records and all relevant documentation.

## Inspector

Jennifer Forbes

## Full report

### Information about the setting

Little Green Man Nursery registered in 1996. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and situated in a residential area of Leytonstone, within the London Borough of Waltham Forest. The nursery operates from three floors of two adjoining converted houses. There is an enclosed area available for outdoor play. The nursery employs 48 members of child care staff, all of whom hold appropriate early years qualifications, including one with Qualified Teacher Status.

The nursery opens all year round, Monday to Friday, from 7am until 7pm. Children attend for a variety of sessions. The nursery provides funded early education for children aged two, three and four years. There are currently 118 children attending who are in the early years age group. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure all staff are effectively supervised and trained to understand the nursery's health and safety procedures.
- ensure that staff supervision and monitoring in all areas of the nursery enhances staff practice and focuses on improving the quality of teaching, particularly in the toddler rooms.

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

- extend the provision of resources which reflect positive images of people in a variety of situations that will further encourage children to value and respect others.

### Inspection judgements

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

All staff have a sound knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They understand how children learn and provide appropriate activities and experiences to support their development. Educational programmes cover all the seven areas of learning indoors and outdoors. Children's progress is monitored through effective observation and

assessment systems that support staff to plan appropriately for individual children's learning and to inform the progress check at age two which is shared with parents. Planning takes account of individual children's interests and identified next steps. There is a balance of child-initiated and adult-led play based activities that provide children with stimulating and enjoyable experiences.

Children's communication and language skills are generally well supported in most areas of the nursery as staff engage them in conversation and use open-ended questioning to encourage their thinking and decision making skills. However, in the toddler rooms, opportunities to extend activities to broaden children's understanding and knowledge are missed, which means that they are not always effectively challenged in their learning. For example, four children playing with sand are filling containers; the staff member scoops sand into their containers with a tool. She does not engage the children in very much conversation, or help them to learn simple concepts of quantity or weight. Children who are learning English as an additional language are well supported as staff work closely with parents to exchange key words and phrases to aid communication. Parents are supported to continue children's learning at home by the frequent sharing of information with key persons.

A wide variety of good quality resources is used to support children's learning. All areas of the nursery, including the garden, are used to promote children's development in all the areas of learning. For example, babies physical development is promoted as they crawl and climb on cushions and steps in the soft play area. Older children take a walk to the library where they borrow books to support their themes in the nursery. Pre-school staff are quick to spot a learning opportunity as children engage in imaginative play. Children dressed as witches cast a spell on a visitor and staff extend the activity by showing them how to make a wand out of paper. Pre-school staff support children's understanding of mathematical concepts as they introduce a robot to help them to count and identify shapes. They learn the differences in shapes and sizes and whether the sides of some shapes are longer or shorter.

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

Children and babies form close attachments to their key persons and with each other. Staff are kind and caring towards the children and are sensitive to the needs of those who find it difficult to settle. Effective partnerships formed between staff and parents help children to feel secure. Staff develop an understanding of children's individual likes, needs and care routines through spending time with parents during settling in visits. Babies and children are well cared for. Their personal care needs are attended to hygienically and discreetly. Older children learn to be independent as they wash their own hands before eating, after using the toilet or engaging in messy play. Babies and children learn to feed themselves and tidy away their play things, learning skills for the future. They have frequent opportunities to exercise in the fresh air and staff ensure they are appropriately dressed for the weather.

The nursery environment is welcoming and attractive to children. The rooms are clean,

cheery and bright and well decorated with children's own work. The good quality resources are stored at child height and are accessible for all children to choose for themselves. However, there are less resources available that provide positive images of a variety of people to promote children's understanding of the world. Children's behaviour is good because staff use frequent praise and encouragement. This raises children's self-esteem and promotes positive behaviour. Children are emotionally well prepared for moving between rooms and to school because trusted staff support them. Older children practise skills they will need when they start school such as writing their name, sitting still and listening. Staff work closely with parents and with schools to ensure children are ready for the next stage in their learning.

Children are provided with a healthy diet at the nursery. They learn about foods that are good for their health. They eat fruit at snack time and meals provided are nutritious and varied. Children learn to independently serve their own food and they learn how to use a knife and fork. Children with medical or dietary needs are well protected as staff have good systems in place to ensure they receive food suitable for their needs. Children's safety is promoted as there are plenty of staff available to supervise them. The nursery environment is maintained safely with closed circuit television in all rooms and outside of the building. All visitors to the nursery must sign in and out and only persons known to the nursery staff, or those who have a correct password, are allowed to collect children. 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. All the necessary documentation for the safe and efficient management of the nursery is up to date and well organised. Staff ratios and qualifications are well maintained and the nursery has access to qualified staff for times when core staff are absent. Risk assessments are carried out to minimise hazards. As a result, children can play and learn in safety. The safety of children is very important to the management and staff. However, staff in the toddler rooms do not always adhere to the health and safety rules of the nursery. This does not impact significantly on the safety of children, however, as the management are prompt to act if staff make mistakes.

Staff have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. Safeguarding training takes place annually for all staff. The clear safeguarding policy includes procedures to restrict the use of mobile phones and cameras. Recruitment, induction and probationary procedures ensure staff are qualified and suitable to work with children and background checks are completed for all staff. This promotes children's safety and well-being as staff who care for children have been suitably vetted. All staff are encouraged to undertake regular training in first aid to ensure they can deal effectively and efficiently with any accidents that may happen. The management team fully understand when to notify parents and Ofsted of significant events that may

happen. After any accidents they review risk assessments and take appropriate action to reduce the risk of such accidents. They also review the handling of accidents to see if anything can be learnt for the future; for example, making sure that parents are notified of any injury as early as possible.

All staff fully understand the requirements of the Early Years Foundation Stage because frequent in house training is delivered to staff by the management team. The management team observe staff performance and support staff to maintain consistency across the nursery, with some success. The weaknesses in practice in the toddler room have not been identified. 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 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 appropriate interventions are sought. Parents are well supported by staff and are invited to regular parent meetings where they can discuss their children's development with key persons. Partnerships with parents and other professionals are strong and help to support all children to achieve. Parents speak highly of the nursery and praise staff for the kindness and care shown to their children. Staff forge good links with the local schools and staff and parents work together to ensure new settings have full details of children's skills and abilities.

The local authority monitors the nursery and provides support and training opportunities. The management team take into account the views of parents, children, staff and other professionals when evaluating the nursery and implementing improvements. The management team and staff discuss and review improvement plans at regular team meetings. The management and staff team 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.

### **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

<b>Unique reference number</b>	156214
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	945273
<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>	131
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Janbarree Limited
<b>Date of previous inspection</b>	31/01/2013
<b>Telephone number</b>	020 8539 7228

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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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