

World Of Children

The Log Cabin, 259 Northfield Avenue, LONDON, W5 4UA

Inspection date	13/03/2014
Previous inspection date	21/05/2012

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

- Staff use observations and assessments well to ensure that activities and experiences for children support their individual next steps. Therefore, children make good progress in relation to their starting points.
- Children learn about different languages and cultures as staff use children's home languages when singing songs and have a range of posters and resources to support their understanding of the world.
- Staff join in with children's play sensitively, which enables them to support and extend children's learning through play when required.
- Staff have created a stimulating, imaginative and exciting outdoor play area, which encourages children to spend time outside, supporting their good health and well-being.

It is not yet outstanding because

- Staff miss opportunities at snack and mealtimes to develop children's independence and social skills.
- Staff sometimes miss opportunities to talk to children about feelings and emotions when dealing with children's unwanted 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 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 staff playing and interacting with children.
- The inspector completed a joint observation with the manager.
- The inspector spoke to some children, staff and the manager.
- The inspector checked evidence of staff qualifications, risk assessments, registers and safeguarding policies and procedures.
- The inspector sampled children's learning journals, assessments and planning.

Inspector

Sue Mann

Full report

Information about the setting

The nursery registered in 2011, but opened in 2012. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is based within the Log Cabin Children's Centre in Northfields, in the London Borough of Ealing. There is one large main playroom which the nursery has access to. Children have access to an enclosed outside play area. The nursery operates from 7.30am to 6pm for 51 weeks of the year, closing for a week at Christmas. There are currently 83 children attending who are in the early years age range. The nursery receives funding to provide free early education for children aged two-, three- and four-years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 21 members of staff employed to work directly with the children. 12 of whom hold appropriate early years qualifications at level 3 and above. This includes two members of staff who have level 6, one who is a qualified teacher and another who has Early Years Practitioner qualification.

What the setting needs to do to improve further

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

- develop snack and mealtime routines to promote children's independence and allow them to enjoy the social experience of eating with their friends and staff
- further develop staff's understanding of how to use emotions to help children to understand that their actions can upset others, with particular regard to children aged two.

Inspection judgements

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

Staff have a good understanding of how to support children's learning and development through purposeful planned and free play. Children therefore, enjoy learning through play as activities are interesting and provide appropriate challenges. Staff use an electronic system to record observations on the children. This system allows staff to record observations and 'wow' moments as they happen. Graphs and tracking charts produce details of children's progress and compare their progress against developmental milestones. In addition, parents provide information to the staff at the start of each new care arrangement, which enables staff to understand children's starting points. It enables staff to monitor the progress children are making and if there are any areas which need further support. This helps children to make consistently good progress in relation to their starting points. The system is in its early stages, but staff plan to allow parents to have

online access to their children's developmental records soon. This will enable parents to log in and check their children's progress when needed. Staff understand the importance of the progress check for two year olds, which helps to identify any gaps in children's learning and development. This means that plans can be made to support these areas and help children to make progress. Consequently, children are ready for the next stages in their education.

Staff provide children with a good range of activities, which cover all seven areas of learning. The large, open plan play space is divided into different areas, which provides children with play based on a particular area of learning. For example, children have a construction area, which provides building bricks and train tracks. This helps children to learn to solve problems. There is a well resourced home corner, which has a range of resources found in most homes. For example, children can make cups of tea, using the kettle, make toast and learn nurturing skills by caring for the 'babies'. This helps to support children's imaginative skills.

Children enjoy playing in the garden, which has recently been updated. There is a hilly area, which looks similar to a hill from a popular children's television programme. Children climb the hill, slide down on the plastic slide and go through a tunnel. They have a 'hobbits' hole, which staff have made into an outdoor role play area, complete with a 'living' roof, which will provide warmth when it's cold. There is also a small area, which staff plan to home chickens, rabbits, fish and attract birds. This will help children to learn about the world around them and how to care for living things.

Staff support children's play well. They are sensitive to children's needs and recognise when to allow children to play independently and when to join in. This supportive approach helps children to learn to solve problems on their own or seek guidance when they find difficulties. Staff use questions well to extend children's learning and help them make connections between different parts of their life experiences. For example, children pretend to make cakes while playing in the sand. Staff support this by asking children what ingredients they need and encourage children to think about the processes, such as mixing and cooking involved in making cakes. Children talk about favourite birthday cakes, which they have had at their parties and tell staff that they making 'princess' cakes.

The nursery runs separate sessions for children aged two years old. These are held in a different room from the main nursery room. Children in this room have good opportunities to play with a suitable range of resources. Children enjoy painting, which staff extend through encouraging children to try a range of painting techniques, such as using their hands and stampers to create different patterns on their paper. Staff help children to learn about mixing different colours of paint as they draw children's attention to the range of colours on their paper. For example, children notice that when they mix red and blue it creates a different colour, which staff name as purple. This helps children to learn about primary and secondary colours. Children enjoy playing with cars, train tracks and small world toys, which helps to develop their imaginative skills. The staff care for children with special educational needs and/or disabilities. They spend time with the parents discussing individual children's needs, which helps staff and parents to work together to help children make progress in relation to their starting points.

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

Children in the nursery are happy, settled and have good relationships with the staff. Staff spend time at the beginning of each new care arrangement getting to know their key children. Parents stay and support their children as they become familiar with their new surroundings, staff and children. This means that children are able to develop confidence prior to their parents leaving them. Consequently, children settle well and are ready to learn through play.

Staff support children well to learn to manage their own behaviour. The member of staff responsible for behaviour management takes a lead role in supporting children with special educational needs and/or disabilities. This helps to ensure that all staff manage children with behavioural problems consistently. Staff are patient and understand how to manage children who have difficulties in managing their own behaviour. This helps children to learn to control their emotions. However, on occasion, staff working with the two year old children ask them to say 'sorry', before children are able to understand what the sentiment means.

Staff teach children to learn the importance of leading healthy lifestyles. Children have plenty of fresh fruit for snack times and enjoy freshly cooked hot meals, such as baked potato, cheese and beans at lunch time. However, children have their meals all together in the main room, which creates a noisy atmosphere. In addition, staff miss opportunities to fully support children to learn to use knives and forks as they only provide spoons and forks. This means that children are unable to learn to cut their food and learn important self help skills for the future. Staff support children well to learn about hygiene routines. For example, children remember to wash their hands after personal hygiene routines and before eating. This helps to minimise the risk of cross infection. Children enjoy plenty of fresh air daily, as staff open the doors to the garden early in the day. Therefore, children can play outside when they want to.

Links with the local schools, helps to prepare children for their move into school. Teachers are able to come and visit the new children and observe them in familiar surroundings. This also means that staff can share children's developmental records with teachers so that teachers are able to support children's learning when they move into school.

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

The manager shows a good understanding of meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have had safeguarding training, which means that staff know the procedures to follow should they have any concerns about children in their care. Risk assessments and daily checks work well to help identify and minimise any hazards to children. Staff constantly monitor and supervise children throughout the day because the manager ensures that she has a higher than required ratio of staff to children. This enables her to deploy staff according to

the needs of the children. For example, as children move between playing inside and outside, staff move with them. Consequently, children benefit from playing under constant supervision from staff.

The manager and senior staff monitor children's observations and assessments. These are recorded on the electronic system, which the staff use. It means that the manager and senior staff can identify staff that need additional support in observing, assessing and recording children's progress. In addition, monitoring systems within the system show any gaps in children's learning and development progress. This enables staff to put in place additional opportunities for children's learning, which helps to close those gaps. Therefore, children make good progress in their learning and development, which helps to prepare them for the next steps and their eventual move to school.

The manager and her staff have good working relationships and the capacity to maintain improvements is strong. Staff have regular supervisions and yearly appraisals with the manager. These meetings provide staff with opportunities to talk one-to-one with the manager and discuss any concerns they have about children in their care, and their own professional development. Consequently, staff are able to request additional training they feel will benefit them. For example, furthering their own qualification levels. However, well over half the staff team have appropriate early years qualifications to level 3 and above. This means that the manager is meeting the legal equipments of the Statutory Framework for the Early Years Foundation Stage. The manager has a number of volunteers and students working at the nursery. This means that she generally recruits new staff from within the nursery. All staff complete the necessary checks to ensure their suitability to be working with children. These checks includes vetting procedures, such as the Disclosure and Barring Service checks, health declarations and requesting references from former employers or educational establishments, such as colleges. This means that staff are checked as suitable to be working with children prior to starting work.

The staff and manager work well with parents. They provide parents with daily feedback about children's achievements during the day and details about how children have eaten. This helps parents to continue with children's care routines at home. Staff offer parents opportunities to attend evening sessions, which informs them about the Early Years Foundation Stage. This enables parents to understand how the staff support children's learning and development through play. Staff plan to share children's electronic records with the parents, which enables parents to log in to the system when they want and keep an eye on their child's progress. There are good links in place with the Children's Centre, as the nursery shares the same building. This enables staff to access a range of external professionals, such as speech and language therapists, who can offer support and guidance should staff have any concerns about children in their care.

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	EY437096
Local authority	Ealing
Inspection number	954153
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	83
Name of provider	Patricia Stephenson
Date of previous inspection	21/05/2012
Telephone number	07799330906

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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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