

Little Muffins Nursery

314 King Street, LONDON, W6 0RR

Inspection date

Previous inspection date

26/03/2014

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 is driven and passionate about their work with the children. As a result, there is a positive atmosphere in the setting and staff are motivated to continue to improve practice and develop.
- Children are confident and are developing characteristics of effective learning. They are inquisitive, develop good relationships and learn to empathise with other children. This means they are successfully being prepared for the next steps in their learning.
- Staff develop strong bonds with the children, they are caring, they know the children well and are good role models. Therefore, the atmosphere is calm and nurturing and children's behaviour throughout the nursery is excellent.
- Partnerships with other professionals is strong, they speak highly of the staff at the nursery. This results in all children including those with special educational needs and disabilities, making good progress based on their starting points.
- Parents speak positively of the staff at the nursery, they feel confident their children are happy and are kept safe in their care.

It is not yet outstanding because

- Positive images and labels in the languages spoken by the children in the nursery are limited. Therefore, there are some missed opportunities to promote diversity.

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 had a tour of the nursery.
- The inspector took account of the views of the parents.
- The inspector observed children's activities in the different nursery rooms and at the park.
- The inspector carried out a joint observation with the manager.
- The inspector sampled key documentation and discussed safeguarding and self-evaluation procedures with the manager.

Inspector

Carolina Montesinos

Full report

Information about the setting

Little Muffins Nursery registered in 2013. It operates from a five storey building in the London Borough of Hammersmith and Fulham. The provision does not have an outdoor play area. Children will have daily access to a local park. The nursery is open from Monday to Friday from 8am to 6pm, 51 weeks of the year. Children may attend a morning session, afternoon session or a full day. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four-years-old. The nursery employs eight staff who work directly with the children and a cook. The majority of the staff hold relevant qualifications and the manager has completed a Foundation degree in Early Years. The nursery supports children with special educational needs and disabilities and children who speak 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:

- extend children's opportunities to explore all aspects of diversity, particularly in written and visual ways.

Inspection judgements

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

Staff provide a highly stimulating environment for children to play and explore across the areas of learning. Staff are skilful at knowing when to step in and when to allow children to have the time and space to make choices and drive their own learning. As a result, children develop characteristics of effective learning. This means that they display high levels of involvement in activities, are inquisitive, exchange complex vocabulary and communicate with each other effectively. For example, during a painting activity, a group of children exchange ideas of how to create new colours by mixing the paints. Therefore, children's learning is being effectively supported throughout the nursery and particularly as children prepare for going to school.

Children's personal, social and emotional development is strong. They are confident learners who actively explore their environments and concentrate well as they engage in a wide variety of activities. Babies crawl to toys that interest them and show developing coordination and physical skills as they pull themselves up on the soft structures. Toddlers sign and sing familiar songs with the staff. They recognise and name objects they see, such as an 'apple', and staff talk to them about what apples taste like and what colour it is. Staff teach children a very good understanding of numbers and, consequently, young children recognise simple numbers and older child count begin to understand more

complex mathematical concepts. As they walk to the park, children look at numbers in the environment and begin to recognise numbers they know and add up, saying 'that says a four and a three that makes forty three!' Children show very good imagination as they engage in role play with the small world toys as they recreate Christmas time, choosing one of the toys to be Father Christmas, going down the chimney, saying 'ho, ho, ho'. They are able to initiate their own play.

Staff know children well, they pay careful attention to children's interest and base the planning of the educational programmes on their knowledge of the children. Therefore, planning is effective in meeting the needs of the individual children. This ensures all children, including those with special educational needs and disabilities make good progress based on their starting points. Children develop good language skills, because the staff plan activities and organise the learning environment in order to foster positive interaction, exploration. Therefore, children's language acquisition is well supported. Furthermore, staff use a variety of strategies to support children whose first language is not English, such as the use of words in the children's home languages, some multilingual books, visual aids and open questions. The quality of teaching throughout the nursery is good. Staff enthuse children by demonstrating play. For example, when staff play the xylophone, children hear the sounds and one by one they join in. Children watch intently and are fascinated by the sound it makes, then the staff gives children time to 'have a go'. However, there are few signs in the different languages children speak and pictures displayed in the nursery, which reflect the community and the world in which we live. Therefore, there are some missed opportunities to extend children's understanding of diversity.

Parents speak positively about the staff and the strong levels of two-way communication they have with the manager and the team. They complete initial assessment documents with the staff as children settle into the nursery. Staff use this information in their planning and as part of their baseline assessment. Staff also complete tracking observations, which help them monitor children's overall progress against the early learning goals. This ensures that children access the support they need. Therefore, early intervention is effective and children are being prepared for their next steps.

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

Children are confident, happy and settled in this welcoming, friendly and family-focused nursery. All children enjoy warm relationships with the staff who care for them. Younger children are encouraged to begin developing relationships with each other and this enables them to enjoy their play activities as they begin to learn to take turns. Staff treat children warmly and with gentleness, they listen to children's views and help them learn about boundaries. Staff are positive role models of behaviour. As a result, children develop empathy and are considerate with each other. For example, children volunteer to share and give their friends a turn in their activities. Staff give children regular purposeful praise for their positive attitude to learning and as they treat each other with respect. The atmosphere in the nursery is nurturing and purposeful and children's behaviour is excellent.

Staff are welcoming and approachable, they support children well when they seek comfort and in their activities to ensure that there is a good balance of child-initiated play and planned individual support for each child. Babies and children use a wide and interesting range of toys and equipment. Staff place high priority on presenting the resources attractively and in ways that help children to make independent choices and decisions. For instance, they arrange an extensive range of play activities on the floor and low-level furniture to encourage the babies to explore and practise their mobility skills. Resources are displayed on open shelving, helping all children to see the range of equipment, find what they are looking for and assist with tidying up.

Parents and carers confirm that children settle in well and they feel reassured that their child is happy at the nursery. Babies smile at the staff when they drop them off. This indicates that arrangements to support children's transitions as they enter the nursery are effective. The key person system is currently under review as there has been a recent influx of children and staff joining the nursery. Nonetheless, children form secure emotional attachments and staff make sure find out about children's care routines from their parents before they start. For example, daily home sheets are used to support verbal communication when children are collected. The manager knows all the children and parents extremely well, regularly engaging in conversations to ensure each child's needs are being supported. This helps promote children's sense of security and continuity in the child's care as they make the transition between their home and the setting. Children are supported very well in their transitions between rooms with visits arranged with their key person, and parents are being fully involved. It is clear that staff support children effectively as they take change in their stride and are being prepared emotionally for the next stages in their lives.

Staff promote physical development well; as part of the educational programmes, staff plan daily visits to the local parks where children can enjoy fresh air, explore large movement through running, climbing and balancing and explore nature. In addition, staff plan movement and dance activities with the children, which they love. Therefore, children develop an understanding of the positive effects of exercise in their bodies. Staff promote healthy lifestyles, working in partnership with parents as they encourage children to walk to nursery. Nutritious, well-balanced meals are freshly prepared at the nursery by the cook, and older children independently serve themselves lunch and pour their own drinks. Children learn about the importance of a good diet, as staff sit with the children and talk about the foods they are eating. There are vigorous systems in place to establish individual children's dietary requirements and any allergies they have in order for staff to meet them. Staff are trained in various feeding methods to support children's individual care plans. Children understand good hygiene routines and know why they must wash their hands after using the toilet and before eating and learn to manage their own personal needs with increasing independence.

Staff prioritise the safety of the children, they understand safeguarding children's policies and procedures and have a good understanding of child protection. Staff also complete thorough risk assessment of the premises and the outings. Children take part in the safety assessment staff carry out; for example, they happily put their visibility vests on and talk about how they wear them 'for safety'. They also discuss with staff whether the grass at

the park is safe to run on as they arrive. Additionally, toddlers know how to walk up and down the stairs safely holding on to the banisters as a daily procedure. Children also participate in regular fire evacuation drills. This gives children a good understanding of what to do in the case of an emergency. Therefore, children from a very young age are learning about safety as staff talk about and demonstrate how to play and move safely in the nursery building and when they go outside.

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

The provider and manager work well together in developing the nursery provision. The manager has a strong understanding of the learning and development requirements and in a short period of time has implemented good systems for observation, assessment and planning, which effectively support children's learning. Arrangements for referral and partnership work with other professionals work extremely well. As a result, children who require additional support, access a tailored programme to ensure they make progress in their learning and development, building on what they can do. The manager monitors children's progress as she works directly with the children and offers continuous support to the staff team by sharing good practice. Therefore, the staff feel supported and the morale in the team is high, having a positive impact on the outcomes for children.

The leadership of the nursery and the staff have clear understanding of the policies and procedures for safeguarding children. They are confident in dealing with any concerns regarding child protection and know who to go to for support. Therefore, children are kept safe in the nursery. There are robust processes for induction and supervision that ensure the continuous suitability of the staff team. The provider and the manager have implemented a thorough system for recruitment and feel this has been beneficial. This includes carrying out their own disclosure and barring service checks for every new member of staff. The rigorous induction process gives new staff the opportunity to ask questions and get to know the setting. Additionally, there are robust risk assessment procedures in place, which staff contribute to in order to ensure the safety of the children. Therefore child welfare is being actively promoted.

Despite this being their first inspection, the manager has effectively identified the strengths and areas for development of the setting. This is because they work well with the staff team, who are passionate and have a desire for continuous improvement and because parents are seen as partners and staff invite their feedback. For example, the manager makes herself available to talk to the parents and sends out parent feedback forms. Parents respond to staff's initiatives positively and contribute to their development plan by providing information and suggestions for improvement, which the staff take on board and include in their development plan. Therefore, systems in place for self-evaluation are strong and as a result the nursery runs well and continues to improve.

The manager has a good attitude towards partnership work and has gone the extra mile to build links in the local community, this include other professionals, the local schools and the children's centre. Professionals speak highly of the staff as they take their input on

board and as a result, the children they work with make progress. Therefore, the nursery can offer further support to children as they prepare for school and they can sign post parents to other services in the community, which would meet specific needs and benefit 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

| | |
|------------------------------------|----------------------------|
| Unique reference number | EY462766 |
| Local authority | Hammersmith & Fulham |
| Inspection number | 934943 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 65 |
| Number of children on roll | 42 |
| Name of provider | Little Muffins Nursery Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07723594649 |

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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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