

Inspection date	16/01/2014
Previous inspection date	04/01/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children are happy and content in their environment and the key person system works well in supporting children in developing close and secure attachments with staff.
- The learning environment provides effectively for the different areas of learning, offering children a balanced range of experiences in the seven areas of learning.
- Children's language development is fostered well. They have many opportunities to engage in discussions with staff in both their home languages and in English.

It is not yet good because

- The provider have failed to notify Ofsted of changes to their address, which is a breach of requirement and has an impact on children's welfare.
- Some times staff miss opportunities to extend children's learning further through their questioning.
- Lunch times are not organised effectively to support children in developing their independence or their understanding of healthy eating.

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 carried out observations of children and staff in both play areas and the garden.
- The inspector spoke to staff and parents.
- The inspector looked at a sample of documentation relating to children and staff.
- The inspector engaged in discussions with the provider and manager.

Inspector

Samantha Smith

Full report

Information about the setting

Little Smile Nursery registered in 2011 and operates childcare on domestic premises from a house within the London Borough of Brent. The provider's brother lives at the premises. Children have access to two playrooms and a toilet on the ground floor and a play room and a bathroom on the first floor. There is an enclosed garden for outdoor play. There are currently 39 children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is open each weekday from 7.45am to 5.45pm, for 49 weeks of the year. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting employs nine members of staff including the manager. Four staff hold relevant early years qualifications and the manager and deputy hold early years foundation degrees.

What the setting needs to do to improve further

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

- ensure that Ofsted is notified of any changes that may affect registration, with particular reference to: the current address for the provider, to enable Ofsted to carry out appropriate suitability checks
- ensure meals and snacks provided for children are consistently healthy; with particular reference to when alternative meals are provided.

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

- use more open-ended questions to extend children's learning and development
- strengthen the organisation of lunch times to enable children to develop their independence, for example by taking an active role in setting the tables for lunch and serving themselves.

Inspection judgements

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

Staff demonstrate a secure understanding of their roles in supporting children's learning and overall they facilitate this well. As a result, children are making steady progress in

their learning and development. Evidence demonstrates that they are achieving expected developmental milestones for their ages, with some achieving beyond these. The learning environment both inside and outdoors provides effectively for the different areas of learning. Staff offer children a balanced range of enjoyable experiences. However, they do not always extend children's learning further, particularly where children demonstrate that they are learning well within their comfort zones. For example, where children show that they can count in sequence, staff continue to encourage them to increase the numbers that they can count up to. Staff do not always extend the children's learning further by using good questioning and encouraging them to link their counting to objects to develop their mathematical skills.

Children's communication and language skills are well fostered throughout the setting. They are encouraged to use both their home languages and English as they engage in their play and staff can be heard regularly talking to children in their mother tongue. The children also enjoy singing and listening to stories, which contributes towards their communication and language development. Children have fun as they take part in creative play. They engage in their own imaginary games as they play in the well-resourced home corner and play with the small world equipment. There are regular opportunities throughout the day for children to engage in outdoor activities where they enjoy painting, playing with construction and exploring in the sand and natural environment. Consequently children develop good physical skills.

There are good systems in place for the ongoing assessment of children's progress. Staff accurately highlight children's stages of development, identify the next stages in their learning, and identify where they may need additional support. Staff gather good information through observations to provide them with relevant information about children's progress. They use this information effectively as they prepare to complete progress reports for children, including the required progress check for two-year-old children. In addition, there are good systems in place for staff to support them in the early identification of children with special educational needs. This enables them to work well with the relevant special needs agencies to meet every child's needs effectively.

Parents are encouraged to become actively involved in their children's learning, to support them to make good progress. At the beginning of their child's placement they provide staff with good information about their children's backgrounds and interests. This, along with early observations, provides staff with a good knowledge of children to assist them in forming a baseline assessment and plan for their next steps. Parents are also encouraged to share their observations on their children and to spend time engaging in activities with their children both in the setting and at home. Overall, children are being well supported in developing key skills to aid their future learning.

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

Children are happy, content and valued as individuals in this warm and stimulating environment. There is an appropriate key person system in place, whereby staff and children have developed warm and trusting relationships. This helps to ensure that

children are cared for by staff who know and value each child's unique personality and needs. However, weaknesses in the setting's safeguarding arrangements regarding notifying Ofsted of changes have an impact on children's safety and welfare.

Relationships are sound and children are well behaved. They respond well to the relaxed approach of staff and they enjoy the attention that they receive, which enables them to feel a sense of belonging. The children are growing in confidence and are developing valuable social and independence skills as they play cooperatively together and show a genuine care and concern toward each other. For example, when one child becomes upset, another child offers them words of reassurance to comfort them. Close attention is paid to promoting children's safety while on the premises. For example, there is suitable fire safety equipment in place and staff follow sound procedures regarding the emergency evacuation of the premises to help protect children in the event of a fire.

There is a positive focus on promoting children's health. For example, the setting is involved in an 'Immunisation Early Years Grant Scheme' where they actively encourage parents to have their children immunised. The setting has also taken an active approach in promoting children's dental health, by participating in programmes such as 'The Early Years Training for health Champions'. Staff report that this has been a huge success in encouraging children to register with, and regularly visit their dentist. Healthy living is generally well promoted through the daily routines. Children are encouraged to wash their hands at appropriate times throughout the day and they have plenty of opportunity to engage in physical activity both inside and outdoors. Meals and snacks provided are sufficiently healthy although at times the healthy eating message is not consistently reinforced to children. For example, at mealtimes, when children do not want to eat the meals provided, they are not always offered a healthy alternative. In addition, the organisation of mealtimes does not support children's independence; they are not encouraged to set the tables for themselves and they are not given the space to make choices or serve themselves.

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

This inspection took place because of notifications made by the provider to Ofsted, which raised concerns about how the setting was meeting the safeguarding and welfare requirements. The inspection found that the setting is mostly well led and managed and children's learning is well supported. However, the provider is in breach of safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register. This is because The provider has not provided Ofsted with details of her current address. This breach has little impact on the setting's arrangements for safeguarding children.

Staff are appropriately deployed and suitably qualified. They work effectively as a team, demonstrate that they have a sound understanding of their roles and most hold a relevant first aid qualification. Arrangements for safeguarding are firmly in place to help to ensure that staff appropriately protect children if they have concerns about their well-being.

There are clear recruitment and induction procedures in place, which ensures that new staff are fully inducted into their role within the setting.

The setting has developed strong working relationships with parents and other professionals to benefit the children and support their needs well. They work well together to promote children's health and well-being. In addition, the strong partnerships that the setting has developed with parents contributes towards children all round care, learning and development. Subsequently, parents speak highly of the setting as they express their satisfaction with the care and service provided.

Staff complete yearly risk assessments for all areas within the environment both inside and outside and daily checks by staff ensure that children's safety and well-being is prioritised. Resources are well maintained and organised within each of the rooms, providing an interesting learning environment for children to enjoy. Equality and diversity is promoted well within the setting. Staff reflect the cultural and linguistic backgrounds of the children attending and children's individual needs are well understood and met.

The provider and manager demonstrate that they keen to improve the quality of the setting and have a positive attitude to addressing the identified weaknesses to improve outcomes for children. Self-evaluation systems are mostly effective in identifying areas of strengths and targeting future improvements, although not robust enough to identify the breaches in requirements. The provider recognises this and has put in place immediate systems to regularly check that the requirements are continually met. There are sound systems for monitoring staff performance and supporting professional development, which enables staff to identify training needs and improve their skills.

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	EY432197
Local authority	Brent
Inspection number	942296
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	39
Name of provider	
Date of previous inspection	04/01/2012
Telephone number	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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