

# Le Nid Childcare

12 Park Avenue, Southall, London, UB1 3AJ

## Inspection date

Previous inspection date

09/05/2014

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

- Staff have strong attachments with their key children, which supports children to settle well in their care.
- Staff support children who are learning English as additional language well through display, posters and resources.
- Staff plan effectively for each individual child's learning by reflecting on their knowledge of them and use their observations of children's progress to identify their next steps in learning securely.
- Good partnerships and communication with parents promote a consistent approach to supporting children's care and learning needs.

### It is not yet outstanding because

- Staff do not always support children to develop their writing skills in their play or fully encourage children to write their names on their pictures.
- Outdoor resources are not always organised effectively to support children's independent choices.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed practice throughout the setting.
- The inspector and manager completed a joint observation together.
- The inspector held discussions with staff.
- The inspector sampled a range of documentation.
- The inspector held a meeting with the manager.

## Inspector

Stephanie Huseyin

## Full report

### Information about the setting

Le Nid Childcare is registered in 2013. It is privately owned and operates from premises in Southall in the London Borough of Ealing. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The children have use of one large playroom and there is a small area for outdoor play. The nursery supports children who are learning English as an additional language. The nursery employs 9 staffs including the registered provider who support the operations of the nursery. The manager holds qualifications at level 3 and is reading for a level 5 Foundation Degree in Early Years. The deputy manager holds level 3 and 2 nursery assistants who hold level 2 are undertaking level 3 studies. The nursery employs 2 apprentices currently doing level 2 and 3 respectively and a cook. The nursery is registered on the Early Years Register. There are 13 children on roll in the early years age group. It receives free early years education funding for children two, three and four years old. The nursery has recently registered on the Childcare Registers in order to offer holiday clubs to the local community.

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

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

- develop more opportunities for children to use their early writing skills
- enhance the organisation of outdoor resources to promote children's independent skills.

### Inspection judgements

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

Children have exciting opportunities to learn with a variety of good quality resources. The setting is bright and welcoming with a variety of pictures and posters. These support children learning English as an additional language well as they reflect the daily routines. This promotes their good understanding of these. Parents provide key words in home languages for those children who are learning English as an additional language. Staff use these key words to help children become familiar with routines when they are new to the nursery. This also helps them settle well as they are able to communicate their own needs. For example, during a mealtime a staff member communicated in dual languages to meet the children's needs, which supports language and communication skills securely.

Staff observe all children as they play and use their observations to plan stimulating activities based on children's interests. Staff skilfully introduce additional resources into children's play and give them time to think about how to use them. For example, children

explore cornflour in a tray, which is extended by the children adding water so that they can develop their sensory skills. These actions support children's imaginative play and encourage exploration. They also demonstrate staff's knowledge of how children learn through play.

Staff assess children's development levels when they start at the nursery by using information from parents along with their own initial observations. This means that staff can observe and monitor children's progress during their time at the nursery. Staff use this information to provide written progress reports for parents. They work effectively with parents to share details of how children learn through play. Parents' comment that they feel involved in their children's learning and development as staff take time to explain how they use these observations in their planning.

Staff spend quality time with children during play and develop a thorough knowledge of what activities the children enjoy. Knowing each individual child well the staff understand how to adapt their techniques and strategies to involve children in different ways. As a result, all children are involved in exploring new surroundings with the support from staff and their friends. Staff encourage children to use their imagination throughout play and activities. Challenging opportunities are provided to help children persist at an activity to achieve new skills and think about how to solve problems. During these activities staff ask effective questions and model speaking aloud to help children to think and control what they do.

Staff engage children in a range of activities, such as flash cards to support children learning English as an additional language and outdoor play to develop children's physical skills. Staff take children to the park three times a week so that they can participate in more challenging and risk-taking exercise and activities in a safe environment. Children are encouraged to be active throughout the day. They understand the benefits of physical activity, being healthy and keeping fit through play opportunities and discussions. Children take part in structured activities, which helps prepare them well for school. However, staff do not always promote children's early writing skills consistently, such as writing their names on their pictures or writing for a purpose during role play.

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

Children form close bonds with key members of staff, for instance, they spend time with their key person when feeling tired. Staff support children when they are settling in at the nursery well. They sensitively follow children's lead as they choose activities to do when they are feeling a little insecure. This promotes children's well-being and sense of security. Children's behaviour is good because staff gently remind them about sharing equipment and taking turns. Staff explain the reasons for boundaries, which enables children to understand how to play with their friends and build good relationships. Children develop independent skills as staff remind them to put on their shoes before going outside and they are encouraged to wash their hands before mealtimes. Staff talk and encourage children to try new fruits at snack times and this promotes their good attitudes to healthy eating.

Staff complete risk assessments to promote children's safety. Children learn about safe practices, such as wearing high visibility vests when they leave the nursery to go on outings. Children learn about keeping themselves safe in emergencies as they practice the evacuation procedure regularly. The children are encouraged as much as possible to make their own choices in their play and activities. However, the organisation of resources in the outdoor area does not fully promote children's independent choices and learning fully.

Staff support older children well as they prepare for the move to school, overall. They give children good opportunities to focus on developing early mathematical skills with structured activities. Staff support the children's understanding of phonics during circle time and engage children in recognising numbers and letters through the display of number and letter lines. However, children do not always use their early writing skills consistently during play and activities. Staff are currently working with local schools to develop links in order to support children at this time of change through partnership working.

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

The manager has a good understanding of her responsibility to meet the learning and development requirements of the Early Years Foundation Stage. She monitors children's progress and identifies areas that she can enhance. For example, she works closely with the Pre-school Learning Alliance to maintain good practice and has recently introduced a self-evaluation form to reflect on practice and implement future action plans.

Staff promote the safeguarding of children well. The manager and staff are knowledgeable about all aspects of safeguarding children. They confidently explain the procedures to follow if they have concerns about a child in their care. Staff carefully monitor children's well-being. They use incident forms to record any existing injuries that children arrive with at the nursery and carefully record any accidents that occur in their care along with the first aid treatment given. Parents' comment that staff keep them well informed about any incidents affecting their children.

Staff supervise children in all areas of the nursery. They are knowledgeable about ratio requirements and at times these exceed the minimum staff to child ratios. Procedures for checking the suitability of staff are robust. The manager conducts a range of checks and carries out effective induction procedures to ensure staff understand key policies and procedures. Staff complete daily risk assessments and demonstrate an effective knowledge of providing a safe environment for children through minimising hazards.

The manager demonstrates a clear commitment to continuous improvement. She has an effective development plan for improvements and she sets clear targets for staff. Recent improvements include the provision of picture prompts for children who are learning to speak English as an additional language. In addition, further resources have been purchased to promote children's awareness of different cultures, which is demonstrated

effectively throughout the setting. The deputy has also introduced a book with key words in a wide range of languages that reflect those spoken by the children and families. This supports staff to meet children's individual needs well.

The manager works with her deputy closely, which promotes a consistent approach. She monitors staff performance through conducting regular staff supervision meetings and appraisals. This enables her to discuss staff performance and identify any training needs by reflecting on practice together to identify any improvement needed. The manager also works well with the local authority advisory team and Pre-school Learning Alliance to reflect on the nursery service and how it meets children's and parent's needs.

### **The Childcare Register**

The requirements for the compulsory 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>	EY460709
<b>Local authority</b>	Ealing
<b>Inspection number</b>	925845
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of provider</b>	A & N (UK) LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07885719824

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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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