

Little Ellies

Ellen Wilkinson Primary School & Children's Centre, Tollgate Road, LONDON, E6 5UP

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| Inspection date | 12/05/2014 |
| Previous inspection date | 02/07/2013 |

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The quality and standards of the early years provision

This provision requires improvement

- Children concentrate well as their self-chosen activities and spend long periods of time engrossed in their play.
- Staff implement policies and procedures that help to promote children's health and keep them safe.
- The staff work in partnership with the nursery school and external agencies to support the welfare of the children and promote continuity of care.

It is not yet good because

- Toddlers paintings and drawings are not always put on display so that they can begin to recognise their work and capabilities.
- Children have fewer opportunities to access resources that represent positive images of people and children with disabilities so that they develop broader understanding of diversity.
- Parents are not yet encouraged to contribute to their children's ongoing assessments in order to enhance children's learning and development.

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.

Inspection activities

- The inspector held discussions with the manager.
- The inspector observed the staff's interaction with the children.
- The inspector sampled a range of documentation that included staff records, policies, the register of attendance, written risk assessments and activity plans.

Inspector

Jennifer Liverpool

Full report

Information about the setting

Little Ellie's Nursery registered in December 2012, although did not start operating until March 2013. It is registered on the Early Years Register. It operates from one main room from the Ellen Wilkinson primary School and Children's Centre in Becton, in the London Borough of Newham. There is fully enclosed playground for outdoor play. The setting open each week day from 8.00am to 6.00pm, for 50 weeks a year.

The setting is registered on the Early Years Register. There are currently 25 children on roll aged from one to three years old, some in part time places. The nursery provides funded early education for children aged two and three years. It supports a number of children who speak English as an additional language.

The nursery employs 12 members of childcare staff, including an assistant head teacher with early years responsibilities. The assistant head teacher has qualified teacher status. Of the 11 members of staff, 10 hold appropriate early years qualifications to at least level 3 and one member of staff is studying for an NVQ level 3 in childcare and early years. The setting receives support from the local authority advisors.

What the setting needs to do to improve further

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

- maintain a daily record of children's hours of attendance. This refers to ensuring the arrival and departure times are recorded.

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

- display young children's paintings so that they can start to appreciate their work and recognise their achievements
- provide positive images of all people in books, visual aids and resources, which includes disabilities in order to strengthen children's awareness of diversity
- strengthen parents' involvement in their children's learning and development through encouraging them to contribute to their children's ongoing assessments to help towards extending their children's learning and development.

Inspection judgements

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

Children are learning and their development is progressing well. The manager knows and understands how children learn and gives clear communication and guidance to staff that enables them to provide a well-balanced programme of activities. In addition to this, the staff know the children well and use strategies to support each child's needs. For example, the staff observe the children to find out their interests and use their knowledge of the children to provide experiences to further develop children's understanding and skills. Also, staff allow children time to explore and do things at their own pace, as well as appropriately intervening, for example, to show children how to use the scissors for cutting. Staff make regular observations of the children and record their achievements in children's profiles. This helps staff to plan for the children in order to help ensure that their learning and developmental needs are met.

Children have easy and safe access to toys. As a result of this, children are able to select their favourite toys and make choices about their own play. Staff help develop toddlers' communication and language skills through a variety of strategies. For example, staff chat to the children during care routines, games, activities, and general talk. They sing action and rhyme songs and toddlers join in by repeating words, making sounds and following the actions. Also, staff speak clearly, give visual clues and repeat key words relating to topics and themes when talking to all children. Older children speak confidently when talking to their friends and adults and they are able to talk about their thoughts and ideas when playing with small-world play equipment and in the role-play area. Staff help children to learn a range of number songs and rhymes, which provides opportunities for children to learn to count, count up and down and learn number names. Staff set up suitable activities to help children learn to recognise shapes in their drawings and also shapes in the environment. Older children show interests in numbers and some are able to recognise some written numerals. This helps to prepare the children for the next stage in their learning.

In the main, staff help children to feel a sense of belonging as every child has a special place to hang their coats, photographs of children and their families are on display and older children's art work are attractively on wall display. However, staff do not always make sure that toddlers' paintings and drawings are put on display so that they can begin to develop an awareness of their own capabilities. Children find out about living things as they use magnifying glasses to look for and closely examine bugs. Staff provide children with areas for block play and small world so that they can put blocks together, dismantle blocks and use play figures and blocks in their own way. Staff plan and regularly provide treasure baskets for toddlers to develop their exploratory play. Toddlers are developing the skills to observe, feel and identify different materials, such as, jelly, wooden objects, water and sand play. Staff provide children with a wide range of opportunities to explore colour, texture, shapes and sound. For example, children are learning to distinguish the sounds different instruments make when playing with musical instruments. Children express their creativity when using coloured papers and sticky stars to make a collage of flowers. Children develop an awareness of differences because staff display different

community languages at children's level. They also provide children with multi-racial dolls and some cultural dressing up clothes. However, children have insufficient opportunities to see positive images of people or children with disabilities.

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

Key persons work closely with parents to plan settling-in procedures that are tailored to the needs of the children. In the main, children settle well at the setting. Key persons are sensitive to the needs of new children and provide comfort to give children reassurance. As a result of this, children are developing trustful relationships with their key persons and other members of staff. The staff work with the teachers in the nursery school to support the older children as they have opportunities move between the two settings. This helps to prepare the children to be ready to start school. Staff support children to form and establish friendships in their daily routines and during activities. For example, they greet each other during circle time sessions and they also welcome new children into the group. This helps the children to feel that they are valued members of the group.

Staff manage children's behaviour in a consistent manner. This includes using simple explanation at a level that children can understand so that they know what acceptable behaviour is. Consequently, children respond to staff's request for positive behaviour and demonstrate that they can be responsible as they listen to each other during circle time discussions. Staff help children to feel safe through gentle reminders to walk and not run indoors and how to use their forks safely when eating their meals. Children's health is promoted in an environment where staff set suitable standards of hygiene during daily routines. For example, staff wear protective clothing when changing children's nappies, preparing and serving food and when treating children's minor injuries. These practices help to minimise the risk of germs or infection to children. Staff's daily routine and simple explanation help children to understand the importance of good personal hygiene. Older children visit the toilet independently and most of them automatically wash their hands with liquid soap and water after visiting the toilet. There is always a member of staff close by to remind children who forget to wash their hands the reasons why they need to do so.

Staff encourage children to develop self-help skills at meal times. They help themselves to food, pour drinking water into their cups and choose cutlery that they wish to use to eat with. Staff sit next to younger children and offer support to help promote their independence. Staff gather information from parents regarding children's dietary requirements, allergies and medical needs. This helps to ensure that children's specific needs are known and met. Children benefit from receiving a varied range of nutritious meals that include meat and vegetarian options, which meets with their diet. Staff make sure that fresh drinking water is available at all times and they remind children to help themselves to a drink so that they do not get thirsty. Children play outside and use a range of play equipment that enable them to develop their physical skills, such as, balancing, riding tricycles and taking part in ball games. Children also have access to the nursery school's playground and have opportunities to use large scale play equipment, which enable them to practise new skills, such as climbing.

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

The manager and staff demonstrate a sound knowledge and understanding of child protection issues and they know the procedures to follow if they have any concerns about a child. The provider undertakes suitability checks on all staff to make certain that they are suitable to work with children. Those who are awaiting checks, or where checks are not yet verified, do not work alone with children. There is a suitable induction programme to support new staff in their role and appropriate systems are in place for the continual assessment and development of staff's practice. This helps support the children within the setting. However, the provider failed to notify Ofsted of a change to the person who is managing the setting. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. All required documentation for the safe management of the children and the provision are in place and kept secure. However, the daily record of attendance is not well maintained as a number of the children's departure times are not recorded, as required. Although, this requirement does not have a significant impact on the children the setting is required to make improvements to meet with this aspect of the safeguarding and welfare requirements.

The recently appointed manager has taken positive steps to address the action and recommendations raised at the previous inspection. For example, staff make good links between activity plans and the regular assessments they make of the children. Staff also make effective use of children's interests, daily routines, planned activities and free play to support and extend children's learning. As a result of this, children's learning and development is progressing well. Staff's behaviour management strategies are appropriate and help children to know the routines and the boundaries in the setting. They provide opportunities to help children to learn how to keep safe and develop their self-help skills at meal times.

Staff understand their responsibilities to provide a safe environment for children. For example, they are vigilant and make sure that items with small parts that could cause choking are not accessible to young children. Staff also carry out daily risk assessments indoors and outside to reduce hazards to children. There are suitable contingency arrangements in place to cover for staff planned and un-planned absences to ensure there are sufficient staff at all times. The room is open-plan with a low level partitioned area which allows all staff to be in a position to have sight and hearing of children. The manager also makes sure that sufficient staff remain on the premises and can be readily available when taking time out of the room to complete their key children's assessment profiles.

The manager is enthusiastic and shows commitment to make improvements to help ensure better outcomes for children. For example, the manager helps staff in developing their questioning techniques by giving them different types of questions to use when working with children. The manager, with support from the provider, evaluates the setting's practice in order to improve the quality of the service it offers to children and their families. The manager is beginning to identify the strengths and is aware of the

weaknesses in the setting. She has put plans in place for staff to attend training to further develop their questioning technique in order to enhance children's language and communication skills. The setting has made contact with the local authority advisers to help them improve the quality of the provision and the outcomes for children. The staff have secure relationships with parents. They make good use of the information they exchange with parents, which meets the children's individual needs. Parents are also invited to contribute to an initial assessment of their child at the start of the placement and during ongoing assessments. This means that parents are kept well informed about their children's progress. The staff share positive relationships with external agencies involved with the children, which in turn, supports children's continuity of care.

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

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| Unique reference number | EY456411 |
| Local authority | Newham |
| Inspection number | 967052 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 3 |
| Total number of places | 28 |
| Number of children on roll | 25 |
| Name of provider | Ellen Wilkinson Primary School & Children's Centre Governing Body |
| Date of previous inspection | 02/07/2013 |
| Telephone number | 02084306290 |

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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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