

# Little Elms Day Care Nursery

29 Beckenham Road, Beckenham, Kent, BR3 4PR

<b>Inspection date</b>	12/05/2014
Previous inspection date	04/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 management and staff team work well together to evaluate the provision and to identify and address areas for improvement.
- Children progress well in all areas of their learning and development as staff provide interesting activities which offer a good level of challenge.
- Children play in a welcoming environment, with easy access to a good variety of resources, both indoors and outdoors, to support the seven areas of learning.
- Partnerships with outside agencies and the parents are good and promote children's well-being very well.

### It is not yet outstanding because

- The resources in the baby areas do not fully offer stimulating and enjoyable experiences for babies in particularly when they become upset in preparation for lunchtime.
- Staff do not make the most of the book and outdoor areas to promote children's independent play and exploration through imaginative play.

## 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 had discussions with the manager and a number of staff.
- The inspector sampled records and documentation relating to safeguarding and children's progress and development.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector and manager undertook a joint observation of an indoor activity within the baby room.
- Four parents were interviewed and their views taken into account.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

Little Elms Day Care Nursery is one of three nurseries owned and operated by the same private provider and it registered in 2009. The nursery operates from a large converted Victorian house in Beckenham, in the London Borough of Bromley. There are five designated play rooms where children are grouped according to their ages, and two baby rooms upstairs. Rooms have direct access to toilet facilities and an outdoor play area. The nursery opens each weekday from 7.30am until 6pm all year round except for public holidays. The nursery serves families from the local community and surrounding areas.

The nursery is registered on the Early Years Register. There are currently 258 children on roll in the early years age range. The nursery receives funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 43 members of staff, including bank staff, who work with the children. Of these, 37 hold a recognised early years qualification at National Vocational Qualification level 2 and above. One member of staff has Qualified Teacher Status and one has Early Years Professional Status. There are also a number of office and catering staff based at the nursery, all of whom are fully vetted.

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

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

- create a more stimulating sensory environment to arouse babies' curiosity and interests
  
- encourage children to engage and make more independent choices in their play, for example by further developing the book area and role-play area outdoors.

### Inspection judgements

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

Children are enthusiastic learners and progress well because staff provide interesting activities which offer a good level of challenge. The atmosphere of the nursery is welcoming and purposeful. Children clearly enjoy learning through play. Older children and toddlers are happy and keen to choose their play from interesting experiences offered. However, the learning environment for babies' is not as fully developed as other areas in the nursery to effectively support their exploration and sensory play. This relates in particular at lunchtime when the babies become more fractious and upset when waiting to

have lunch. Staff use observations and effective ongoing assessment to build a picture of each child's interests and abilities. This enables them to plan efficiently for the next steps in their learning. The staff have recently introduced a tracking system to highlight gaps in children's development. Appropriate arrangements are in place to complete the required progress check for children aged two years.

Books are used regularly by the staff to read to the children in all the different age groups. Staff select books that are suitable for the ages of the children, often introducing story aids and props to enhance the story and children's understanding. Older children are encouraged to join in with the story and recite the repeated sentences throughout the book to develop their literacy skills. Each room has a book area, but these are not always organised in a way that engages or stimulates the children to use them. For example they are not made cosy to encourage children to settle with a book. Consequently children do not use these areas as effectively or independently as other areas in the room. Writing skills and mark making are encouraged throughout the nursery. For example, younger children use their fingers to explore the paint and sand making marks and pre-school children are using pencils and beginning to form some recognisable letters in readiness for school.

There is huge hilarity and excitement as children enjoy a visiting parent who discusses her job as a doctor. Staff ask open-ended questions as they join in with children's curiosity of the visitor's work bag, 'what's that, 'how does it work'. Children reply and ask many questions in return, supporting their communication skills and extending their knowledge.

The staff encourage children to make choices about their play, whether inside or outdoors. The outdoor area is particularly popular with the children. They manoeuvre the ride-on toys or the hand-operated wheeled toys well, avoiding objects and other children. The outside area is gradually being developed to support the effective indoor environment, but opportunities to develop children's imagination and to enable them to explore outside are not fully established.

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

Staff teach children to manage their own personal needs very well. The older children wash and dry their hands before snack time or after using the toilet with little prompting from staff. Staff offer lots of encouragement and support when children need it, which promotes children's sense of independence well, preparing them for their eventual move to school. For example, children in the pre-school help to peel the oranges at snack time in the garden or learn to tidy up. A balanced diet is specially prepared on the premises with children's dietary requirements and individual needs taken into account. Therefore, children are well protected if they have a specific dietary need. Staff follow good hygiene and health routines, particularly when nappy changing and dealing with children who are unwell. This ensures that children are cared for in a very clean environment, where the risk of cross infection is minimised.

Children develop close relationships with all staff and particularly with their key person.

They are sympathetic to children if they become upset, supporting them well with cuddles and kind words. This helps to ensure that children's emotional needs are met. Children are gently reminded by staff to encourage good manners, as they prompt the children when necessary to say 'please' and 'thank you'. Staff carefully guide children in talking about their personal safety and managing feelings. As a result, children learn about expected levels of behaviour from positive role modelling of staff and from each other. This supports children in behaving safely and develops their understanding of respecting other people.

Children play with a good range of resources that are easily accessible in each room in low-level storage. Many of the storage containers contain pictorial labels, helping children make informed choices. Toys are in good condition and staff supplement the resources with additional recyclable materials. For example, they make clear bottles filled with different fillings for the younger children to explore and experiment with. The older children and toddlers can move freely between indoor and outdoor areas throughout the day. Older children use natural materials outside to gain an understanding of the natural world. For example they have the opportunity to plant bulbs and help to grow flowers ensuring they are watered and cared for daily.

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

There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage framework. The manager has robust recruitment processes, staff supervision and efficient appraisals in place to make certain staff are suitable, and remain so, to work with children. Comprehensive risk assessments cover the premises, aspects of children's play both indoors and outside, and trips out into the community so that children keep safe. Good security systems are in place, such as the use of key fobs and key pad codes on all internal doors, preventing unwanted visitors being able to access the children. Accurately recorded accidents and medication forms help staff to safeguard children's welfare.

Safeguarding is given high priority throughout the nursery with all staff attending and receiving regular training to ensure their knowledge is current and up to date. An effective, well-written policy is in place and supported by policies regarding the use of mobile phones, cameras and social networking sites. All the appropriate documentation is in place, with the policies made accessible to parents and the staff so they understand how children are protected and cared for. Management understand the requirement to notify Ofsted of any relevant changes and to investigate and record details of any complaints. All staff have a good understanding of the procedures to follow if they have any concerns regarding the welfare of children in their care, including recording existing injuries. The management team implement the policy well and follow the guidance from the local authority about the process of contacting certain agencies if the staff team have any concerns. Consequently, children are well protected and their well-being promoted within the nursery.

The manager, deputy and staff reflect critically on their practice; as a result appropriate changes are made to improve outcomes for children. They have a clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a welcoming environment. Staff liaise with parents and children, gathering their views through questionnaires; they use this information to help plan their improvements. They share details of the improvements with parents through on-line systems so parents see how their views have a positive impact on the care and learning provided for their children.

Parents are enthusiastic about the provision and describe staff as very easy to approach, saying how 'great support' is offered, 'the bright and happy atmosphere' and how pleased they are with their child's progress. Parents are familiar with their children's development as they receive regular verbal feedback from staff as well as written reports. Staff engage parents in supporting their child's learning at home and contributing to the assessment processes. The nursery has formed links with outside agencies in order to provide additional care for the children through a joint approach. As a result children's needs are identified, supported and enhanced with the good measures in place for sharing information.

## 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>	EY397684
<b>Local authority</b>	Bromley
<b>Inspection number</b>	971422
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	119
<b>Number of children on roll</b>	258
<b>Name of provider</b>	Little Elms Daycare Nursery Limited
<b>Date of previous inspection</b>	04/02/2010
<b>Telephone number</b>	02086584282

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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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