

Little Winners Day Nursery 1

Beneficial Christ Church, 281-283 Rye Lane, LONDON, SE15 4UA

Inspection date

05/06/2014

Previous inspection date

08/12/2009

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

- Staff demonstrate a sound understanding of the Early Years Foundation Stage and, therefore, children are making steady progress in all areas of learning.
- Children enjoy their time at the nursery and develop positive relationships with staff.
- Staff develop positive relationships with parents and keep them informed about their children's learning and development.
- Children enjoy outdoor play activities and receive healthy meals to support their well-being and promote healthy lifestyles.

It is not yet good because

- Staff do not ensure that children's hours of attendance are consistently recorded.
- Staff do not always plan the organisation of group activities effectively for older and younger children. Therefore, they do not consistently meet children's individual needs.
- Staff do not consistently promote children's self-care skills at mealtimes.
- Staff do not always explain to children why they should use equipment safely. This has some effect on children's learning and awareness of safety.

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 children's play, indoors and outside.
- The inspector sampled documents including children's developmental records, policies and procedures.
- The inspector undertook a joint observation of an activity with the manager.
- The inspector discussed the setting's self-evaluation systems with the manager.

Inspector

S Campbell

Full report

Information about the setting

Little Winners Day Nursery 1 registered in 2009. The nursery operates from a converted building in Peckham Rye within the London Borough of Southwark. The nursery operates from the ground floor of the premises and all children share access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 41 children on roll in the early years age group. Children attend on a full-time or part-time basis. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery staff care for children who learn English as an additional language and children who have special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs 14 staff, including management. All staff, including management, hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure a record of children's hours of attendance is consistently maintained

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

- develop the organisation of group-time sessions to effectively meet children's individual learning needs
- encourage children to pour their own drinks at mealtimes to promote their self-care skills
- develop opportunities for children to learn why they need to use resources safely to promote their learning.

Inspection judgements

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

Children are steadily making progress in their learning and development because staff have a secure understanding of the Early Years Foundation Stage. Children are settled and staff provide a welcoming and caring environment. Staff encourage parents to contribute

towards initial assessment records, to obtain information about children's starting points. This helps staff to build on what children already know. Staff keep progress records for each child, in individual learning folders, and undertake observations and assessments of their achievements. They promote children's learning and development adequately overall and plan their next steps needed in learning. Children take part in a range of planned activities that support their interests. However, staff do not always ensure that group activities, such as circle time, are planned well so that noise levels are kept to a minimum. In addition, they do not always explain concepts clearly or make sure that all children are effectively engaged. For example, they do not fully promote group times as a social occasion where children are able to share and communicate with others. Staff encourage children's good behaviour effectively. For example, they reward children's positive behaviour and achievements with stickers. This helps children to behave well and develop a secure understanding of right from wrong.

Staff soundly encourage babies to develop their early language skills, for example, through singing nursery rhymes. Consequently, babies happily babble throughout the day and some are beginning to say single words clearly to express their wants and needs. They also prompt staff to include the next part of their favourite songs. Staff teach the older children the routine of the day, using gestures and visual aids as additional sources of communication. Mealtimes are used as a social occasion where children are encouraged to talk about their experiences, for example, to describe what their fruit tastes like. Staff encourage older children to recognise their names by using a visual signing in system. Children make connections with everyday objects as they take part in activities that promote their awareness of letters and sounds. Staff focus on two letters each week and enable children to learn the alphabet. They provide opportunities for children to attend the local library and take part in reading sessions. In addition, they are able to choose books that promote their early interest in printed material. Babies have access to a range of appropriate books that capture their interests. For example, these include hard, soft, musical and cloth books. Through art and craft activities children learn to make marks. Chalk boards are readily available. Older children draw recognisable shapes, demonstrating that they are learning to put meaning to the marks they make.

Staff help children to learn about their own cultures, and those of others. For example, they celebrate festivals, such as Chinese New Year, where children make lanterns and dragons on sticks. This ensures children's learning is fun. Children develop a sound sense of belonging because staff display positive images of diversity and encourage parents to provide welcoming words in their home languages. While playing with their friends outdoors, children take pleasure in talking about eating 'Indomie', traditional African noodles. This demonstrates that children feel proud and are comfortable sharing their personal experiences. Children learn about their local community through planned trips. They benefit from going on outings to the local supermarket to obtain ingredients for cooking activities. Additionally, they learn about the value of money and everyday technology, for example, as they observe how tills and self-scanning machines work. Staff encourage children to sing number songs and use basic addition and subtraction. Visual songs cards are available so that children choose which song they would like to sing. Staff encourage children to explore and experiment, for example, as they engage them in an ice cube activity. They extend children's learning through the sensory experience and encouraging them to observe changes when the ice cubes melt. This soundly promotes

children's understanding of the world around them.

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

Staff promote children's well-being soundly in practice, although not all of the required records are maintained. Children show that they have developed secure attachments with staff. Babies quickly settle when they become upset because staff comfort them. Younger children enjoy playing with their friends and smile at each other while looking at books. Staff care for children in a warm environment and enable them to comfortably take part in activities while holding their comforters. Although children are happy to see their parents/carers at collection times, some are reluctant to go home. This demonstrates their positive sense of belonging and warm relationships with the adults who care for them. Staff display children's family photographs in their base rooms. This further promotes children's sense of belonging. There are suitable processes in place to promote children's care and learning as they prepare to move to school. Staff ensure transition reports are undertaken and shared with school staff. These enable teachers to build on what children already know and can do. Staff mark the end of the children's time at nursery with a celebratory 'Graduation ceremony' before the move to school.

Children enjoy outdoor activities which support their learning and well-being. Older children show emerging coordination skills as they hop from one tyre to another. Others benefit from walking along the edge of tyres to strengthen their physical skills. While singing nursery rhymes with staff babies dance from side to side as they demonstrate their enjoyment. Babies have space to move and crawl to promote a range of movements. They are developing a secure understanding of controlling their movements while merrily playing with a pull-along musical snail. In the main, staff promote children's independence skills through practical routines. More able children show an interest in dressing themselves and staff guide this to support their development, for example, as they put on trainers. However, staff do not always plan snacks times effectively so that children can pour their own drinks. This means that they do not provide children with continuity in developing their self-care skills and learning. Children are able to take safe risks while using scissors for art and craft activities. Overall, they use these with increasing control. However, staff do not explain to children why they should use scissors correctly. For example, they offer to show children how to cut with the scissors and tell them that they must sit down when doing this. However, they do not follow this through with an explanation about why this is necessary. This means they do not use such opportunities to effectively develop children's understanding of safety. Staff do promote children's understanding of keeping themselves safe on outings generally well. This is because they talk to children about issues, such as road safety awareness.

Children receive a range of meals which contribute to their good health. The menu is varied and children show that they enjoy the food provided by requesting second, and sometimes third, helpings. Staff extend children's well-being and learning because they talk to children about healthy eating. For example, they explain that vegetables are good for them because they will make them grow. Children follow appropriate hygiene routines and develop a secure understanding why this is important, for example, as they wash their

hands at appropriate times.

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

This inspection took place as a result of information received by Ofsted. This raised concerns about safeguarding practice, staff training, support and skills, ratios, supervision and staff deployment. The inspection found that an incident occurred where, due to staff shortages, children were left alone with adults who may not have been vetted. However, since this time, staff and management have put swift and prompt actions in place to ensure children are not left alone with adults who may not be cleared or vetted, in staff's absence.

Staff generally maintain records to promote children's well-being, and useful information is obtained about children's individual needs to ensure they are known and met. However, staff do not consistently record children's hours of attendance. This is a breach of a legal requirement, although children are adequately supervised during the day. The adult-to-child ratio is maintained using external agencies while staff attend training. There are appropriate staff vetting procedures in place and management ensures agency staff are suitable to work with children. Staff attend training and their professional development is soundly supported, for example, through room meetings, supervision and appraisal.

Children are cared for in a generally safe and secure environment. Management uses closed-circuit television (CCTV) to closely monitor any visitors to the setting. They carry out risk assessments for areas used by the children and for outings to promote their welfare. Children's welfare is promoted because staff demonstrate a secure understanding of safeguarding issues and what to do should they have a concern. There are processes in place for self-evaluation which demonstrates the provider's sound capacity to maintain continuous improvement. Recommendations made at the last inspection have been addressed which promotes positive outcomes for children. The planning of activities now reflect individual children's interests and activities generally promote children's learning and development. Children take part in a range of outdoor experiences, including in the local community, to support their learning and understanding of the world. The self-evaluation process, alongside the support of the local authority, equips staff to identify areas for improvement. Consequently, staff are currently working towards further developing children's physical development outdoors.

Staff have developed sound partnerships with parents. A home-link book is used for younger children and this enables staff to maintain a positive two-way flow of communication. In addition, staff ensure that all parents of older children are greeted at the end of the day to share information about children's play and learning. Staff value parents' contributions to children's learning and development. They obtain information from parents so that they are able to reflect children's interests at home in the planning. Staff work closely with parents of children who have special educational needs and/or disabilities. Staff demonstrate a secure understanding of working with outside agencies, with the agreement of parents, so that children's individual needs are met. Parents feel

that they are welcomed and they speak favourably about the care and service provided. This demonstrates positive partnership working.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance

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	EY392351
Local authority	Southwark
Inspection number	977000
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	41
Name of provider	Little Winners Day Nursery Limited
Date of previous inspection	08/12/2009
Telephone number	07930318806

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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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