

Little Elms Daycare Nursery

109a Crofton Road, ORPINGTON, Kent, BR6 8HU

Inspection date

29/05/2014

Previous inspection date

13/02/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 key person system ensures children receive high levels of support and consistency of care. Staff are loving, sensitive and attentive to children's needs.
- The nursery environment is bright, stimulating and clean, making it very welcoming for children and parents.
- Children develop independence and positive attitudes because they have access to many quality resources.
- Good working relationship with parents supports children's progress in all areas of learning.

It is not yet outstanding because

- Occasionally, literacy activities are not fully matched to children's needs and abilities.
- There is room to increase staff knowledge and skills with regard to the provision of resources for children identified with special educational needs and/or disabilities.

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 looked at children's assessment records and planning documentation and discussed these with members of staff.
- The inspector observed children during adult-led and child-initiated activities presented in the four playrooms and outdoor play area.
- The inspector met with the manager and the provider of the nursery and checked evidence of suitability and qualifications of staff working with the children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector had discussions with some parents on the day and noted their views.

Inspector
Gillian Cubitt

Full report

Information about the setting

Little Elms Daycare Nursery was registered in 2011. It is one of four nurseries owned by Little Elms Day Care Nursery Limited. The nursery operates from a converted house in Orpington situated in the London Borough of Bromley. The children have the use of four rooms, with toddlers and preschool children on the ground floor and babies on the first floor. The nursery serves the local community and is open weekdays from 7.30am to 6pm for 52 weeks of the year, except for public holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 230 children on roll in the early year's age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 33 staff employed who work directly with the children. The majority of staff hold relevant qualifications in childcare.

What the setting needs to do to improve further

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

- review planning for literacy to check that activities always offer just the right amount of challenge
- take further advice regarding resources to support children identified with disabilities.

Inspection judgements

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

Children arrive at the nursery happy, confident and enthusiastic to start their day. They have an attractive and stimulating play environment that motivates them to investigate and explore, which develops their curiosity and independence. All staff have a sound understanding of how to engage and capture children's interests, with some staff demonstrating an excellent ability to develop children's communication through song, sign language and speech. They gently encourage children's confidence in expressing their ideas and follow these through with activities. Children bring items from home for 'show and tell' sessions, which encourages them to speak fluently and enables them to learn descriptive words to express their thoughts. For example, a toy bee becomes a subject of conversation and children show pride in being able to express their ideas because of the genuine interest staff and other children show. Staff extend discussions by helping

children to learn more about the life of bees. Children have fun make buzzing sounds of flying bees while learning about the honey they make. Mini-bug hunts in the garden and the local stream further engage children's interest in the habitats of other small creatures. Preschool children also enjoy discovering the wider world and planets through simple practical projects such as making planets from papier-mâché.

Babies benefit from bright, spacious areas in which to crawl. They begin to role-play with staff, engaging them in tea parties, which helps their early social skills. Staff provide babies with a range of resources to develop their senses, such as gentle background music and a activities and materials that children see, smell and touch. Children strengthen their fingers as they squeeze sand and textured dough, and staff encourage them to smell the mint essence of rice mixtures. Children move their fingers in the gel and staff encourage them to use a range of tools, such as large spoons and bowls, to extend their play and support their hand-eye coordination. Babies also enjoy cuddling up to staff members to look at books. Older children help themselves to the range of books, and regular story times support children's interest in early reading. They understand that books tell a story and they are learning that print carries a meaning. However, although the quality of teaching is good in most areas, some staff are over enthusiastic in trying to introduce the use of letters too soon, beyond the capability and understanding of some children.

Children have good opportunities to develop their physical development with plenty of outside play resources, and visiting teachers introduce children to dance. Children find this experience very exciting as they listen to music and enact what they hear, which supports children's developing imagination. They have fun in pretending to go on a summer holiday, and they learn to describe the living creatures they see on the beach, walking sideways like crabs.

Systems to assess children's starting points when they start are secure. Staff work closely with parents during the settling-in period. They obtain detailed information to establish what children can do and they define initial targets linked to the Early Years Foundation Stage. Staff complete regular observations and use the information to identify targets to support children's progress. Staff share regular progress reports with parents, who have many opportunities to contribute information about what their children are doing at home. Children are encouraged to share their interests and they bring in things that are meaningful to them, for example, their favourite toys from home. Staff use information obtained from parents, and other professionals who are involved in supporting children with special educational needs and/or disabilities, to inform individual development plans. As a result, all children show they are making good progress in all areas of learning, over a sustained period.

Staff in the preschool room provide children with sensitive support to prepare them for their move to school. For example, staff prepare activities for children to engage in role-play about going to school and in group discussion about what to expect. They read stories about starting school and they have opportunities to talk about how they feel. All children are encouraged to be independent and confident, which enables them to embrace the challenges of moving to a larger environment. Staff complete final assessments and

make contact with local schools to ease this process.

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

All children and their families are warmly welcomed into a stimulating, colourful nursery setting. Children recognise their key persons and happily go to them on arrival, showing they feel happy, secure and safe. Settling-in procedures are flexible to meet the individual needs of children as staff recognise the uniqueness of each child and that some may take longer to settle than others. During this time, key persons form strong bonds with parents and children, which enables them to provide consistency of tender care. Staff show genuine interest in each child's background, culture and health/dietary needs, and supporting children's health and wellbeing is a particular strength. Staff follow clear procedures for changing nappies to ensure babies are continuously fresh and comfortable. Staff closely work with parents during toilet training and, by the time they enter preschool, children are developing regular hygiene habits that support their good health. Meal times are also very enjoyable because children have freshly cooked meals each day, which children eat with relish. Babies have food that the cook prepares to be suitable to their specific stage of the development. Older children feel proud that they are able to serve themselves because they are now 'big children'. Staff join children at the dining table to support them in developing good manners and appropriate social skills. Children behave well, showing an awareness of sharing and considering others. Staff quickly intervene in minor disputes, so that children learn to play cooperatively together.

All children display a strong sense of belonging within the nursery because staff are caring and attentive. Children who speak other languages at home start to learn English well with staff support, through pictures, sign and singing. Children with disabilities also receive support because staff follow care plans, working well with parents and other agencies. However, there is a lack of a wider range of resources and equipment to support the specific needs of children, to enable them to move around and practise their physical skills.

Children become very familiar with their nursery surroundings and show confidence in moving to different rooms and exploring the outside play areas. Children move seamlessly to new rooms as they grow older, because staff plan for them to have 'taster sessions' prior to them fully moving into the next room. Staff also involve parents during this time, which ensures sensitive handling of the process and that children feel comfortable with their new environment. On occasions, children also move rooms with their key person, which further enhances children's feeling of continuity. Consequently, children are adept at managing change, which supports their preparation for school.

Children's understanding of safety is enhanced through controlled opportunities for them to take risks. Children use tools carefully, while participating in creative activities such as craft and artwork. Exciting activities such as visits from the local fire officers also teach children how to be safe in the event of a fire, and staff and children practise evacuation of the building to reinforce children's understanding of how to keep safe. Outside, older children play on a variety of apparatus under direct staff supervision and babies explore

open spaces on the soft play areas. They crawl, kick their legs, and roll over. Accident and medication records are appropriately in place and staff have a good understanding of how to treat children who are unwell, with many staff having a current first-aid qualification. Children's health and welfare, therefore, receives a high degree of attention from staff, ensuring children are fit and well.

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

This inspection was brought forward following a recent Ofsted investigation where it was found that staff failed to follow procedures in-line with Local Safeguarding Children Board guidance to report an incident. Ofsted issued an action to improve. At this inspection, it was found that the provider has taken effective measures in response to this action, including providing additional training on safeguarding for managers and staff. The managers display a sound understanding of the requirements of the Early Years Foundation Stage. Staff now fully understand their responsibilities to protect children. All staff demonstrate a secure knowledge and understanding of how to protect children in their care. All supporting policies have been reviewed and staff know who to contact if they have a concern. Clear procedures and contact numbers, which are easily accessible to all staff, ensure staff's vigilance in this respect. Furthermore, managers now consistently review safeguarding practice during regular staff meetings and supervision.

Management demonstrates its commitment to providing high standard of safety for children by ensuring all areas of the building are safe. Risk assessments are rigorous. There is also a secure system for monitoring everyone arriving and leaving. Accident and incident records are effectively reviewed to inform risk assessments, which minimises hazards for children. All managers and staff are checked for suitability to work with children. All staff receive an induction to ensure they know their responsibilities of their role and they have regular supervision, which supports their ongoing development.

Staff plan good educational programmes based on children's needs and interests. They make regular observations and ensure that all children's files are up to date, showing how children make progress. Managers check children's files for consistency. However, observations of staff teaching practice occasionally lack clear evaluation of staff strengths and areas where they can improve, to support them in rising standards of practice. Nevertheless, the consistency of planning is good overall. Assessments, such as the progress checks for two-year-old children, which staff complete with parents, are in place. This enables staff to be sure that all children are developing at the expected rate. They work well with parents and other agencies to provide children with any extra support they need.

The close partnership with parents also reflects in children's good progress in all areas of learning and the children's development. Parents have regular opportunities to contribute to the nursery's plans for development both through verbal and written means. The nursery displays parents positive comments about their children's progress, and discussions with parents on the day of the inspection confirm that they feel involved.

Parents praise staff for their dedication and enthusiasm for their work.

The provider and managers show a purposeful approach to bringing about continuous improvement through evaluation and action. They have made many changes to the nursery building and organisation since the last inspection. The provision for babies is larger, enabling babies more room to crawl around and explore. The provision has also introduced extra curricular activities for older children, such as Spanish and dance sessions. This use of visiting teachers also provides a diversity for children and introduces different teaching methods. Staff have continued to develop into a strong supportive team, which makes the nursery an enjoyable place to be for all, children, parents and staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY434642
Local authority	Bromley
Inspection number	971421
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	230
Name of provider	Little Elms Daycare Nursery Limited
Date of previous inspection	13/02/2012
Telephone number	01689878409

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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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