

# Little Miracles Day Nursery

58 Friday Hill East, London, E4 6JT

## Inspection date

Previous inspection date

03/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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 provide children with warmth, reassurance and praise. This enables them to feel happy, secure and comfortable in their care.
- A satisfactory range of outdoor activities, are provided for children, which supports them to make steady progress in their physical skills and overall well-being.
- Staff and children interact positively and children develop friendships with one another.

### It is not yet good because

- The deployment of staff is not always effective in ensuring children remain safe at all times during messy play activities.
- Information gathered from observations of children's learning is not used regularly to precisely assess their progress and to consistently plan challenging next steps in all areas of their learning.
- Staff do not always reinforce boundaries so that young children learn how to use resources appropriately. Therefore, children do not consistently learn to take care of their environment.

## 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 observed activities all the rooms where children were cared for and the garden area.
- The inspector spoke to the staff at appropriate times while observing the activities.
- The inspector looked at a sample of children's learning journals, children's records and policies and procedures
- The inspector talked to parents during the inspection.
- The inspector carried out a joint observation of an activity with the manager.

## Inspector

Anahita Aderianwalla

## Full report

### Information about the setting

Little Miracles Day Nursery registered in September 2013 and is run by a private provider in Chingford in the London borough of Waltham Forest. There is access to a good size outdoor play area. The nursery provides a service for children from the local community. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 52 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. Children attend for a variety of sessions. The nursery currently employs 10 members of staff, most of whom hold level 3 qualifications or above.

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

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

- undertake more regular and precise observations and assessments of children's learning and development to assess more accurately their progress; use this information to consistently plan challenging activities to fully support their next steps in all areas
- improve the deployment of staff to ensure remain children safe at all times and can benefit from a good balance of adult and child-led messy play activities

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

- encourage staff to make their expectations of behaviour clear for young children, particularly during creative and messy play to help them learn to care for their environment.

## Inspection judgements

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

The staff are developing their understanding and knowledge of the learning and development requirements of the Early Years Foundation Stage. When children first attend the nursery, the staff gather appropriate verbal and written information about them from their parents. This exchange of information helps the staff in their initial assessment of the children's developmental stages. Staff observe children's progress in the form of a 'learning journey' with written material and photographs. Staff practice throughout the nursery is variable. For example, some staff for older children are more confident with the

process, while staff in the baby and toddler rooms share folders for children and do not routinely share information. The observation and assessment process is not yet undertaken regularly or precisely enough for all children. This means that the staff do not always have detailed and up-to-date information about what children can do in order to accurately plan challenging activities to fully support their next steps in all areas of their learning. As a result, children's progress can only be satisfactory.

Staff have daily discussions with parents about their children's routines and what activities they have been involved in while in their care. Staff welcome parents and encourage them to contribute to their child's learning through comments they can add in their child's observations. This means that their knowledge of the children's development is adequately used to contribute to the overall assessment of children's abilities. The staff conduct progress checks for children age two years and are developing their knowledge of this to ensure that it is completed when appropriate.

Children benefit from a relaxed and caring atmosphere, where they engage in a selection of activities both indoors and outside. They clearly enjoy attending the nursery as they enter happily and settle quickly. They have freedom throughout the session to move between activities and make independent choices both indoors and outside. Activities are generally child led but are supported by the adults who are on hand to encourage and guide them. The routine enables children to have a balance of quieter times, looking at books, listening to a group story and also time to be active outdoors, using the variety of equipment and resources.

Children are generally busy and engaged. They are offered an adequate selection of activities and resources. However, there are certain creative activities that are planned for babies and young children that are not always challenged well to fully extend their learning. For example, staff are not always proactive in using questioning effectively to extend children's thinking during activities. The planning does not always create fully challenging opportunities for these young children and many of the available resources are not managed well.

Children's communication and language skills are encouraged as they listen to stories and talk about the story. They sit in friendship pairs and read stories to each other. Many older children can write their name and demonstrate emergent writing on their pictures. Children are confident to share their thoughts and ideas about their drawings and some show great detail, adding eyes and wings as they draw tadpoles and butterflies to their art work.

Children's imagination is generally supported well. They have sufficient time for free play. Staff adequately respond to older children's requests positively and adapt and change the role-play area, at times, taking the lead from the children's interests. For example, staff know how much children enjoy playing with small world action figures. Staff freeze the action figures in plastic gloves and allow children to investigate the different changes that occur when the water freezes into ice and then how it melts back to water. This adequately supports children to become critical thinkers and understand how things work and the various changes that occur. Children talk about how they enjoy using the computer and describe the age appropriate programs they use to aid their understanding

of information and communication technology.

Staff begin to introduce numbers and size with the use of action songs and counting daily objects. Staff with babies sing number songs that reinforce counting with building blocks. Staff introduce the concept of size for older children by asking them to compare how tall the tower is, and if it is 'taller than you?' This encourages children to enjoy learning about mathematical concepts as they play with blocks. Children enjoy selecting different tools such as pegs, scissors, rolling pins and cutters to make patterns in their play dough, or make butterfly pegs, thereby encouraging their imagination and fine manipulative skills. Puzzles also aid children's development and they manage these well. Outdoors, children's imagination continues to be reasonably well supported; they imagine they are driving vehicles and ask each other if they need petrol.

Staff demonstrate an interest in the children and are sensitive to their needs. They engage with children positively, develop close relationships with them and are kind, caring and enthusiastic in their manner. They chat to the children, listen to their comments and in turn, children approach staff with confidence. Children are beginning to take responsibility, for example, they help to tidy up and pour their own drinks at snack time. This supports children to acquire the skills in readiness for when they start school.

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

Children are cared for in a welcoming environment where their safety and well-being is suitably managed. Children are greeted enthusiastically on arrival and most settle easily. Visitors sign in and out of the building and children are supervised effectively. It is quite a small group where staff and families generally get to know each other well. Basic, daily safety checks are carried out both indoors and outside to ensure a safe and clean environment. For example, cleaning materials are put away out of children's reach and fire extinguishers are in appropriate areas.

Children's emotional well-being is promoted suitably well. There is a gradual settling in process and information is discussed about the children's individual needs including any dietary and medical requirements. Children generally get along well with each other; they chat freely and confidently with one another and share their stories. There is a suitable key person system in place and staff support children's well-being.

Staff support children's well-being by maintaining the required policies and records, such as medication and accident reports. They know, and adhere to, children's dietary requirements and provide healthy snacks, which children enjoy at snack time. Staff talk to babies and toddlers as they sit and they are learning to manage their own personal needs, such as holding a spoon and fork to eat with at lunch time. This is a sociable time where children chat to each other and staff join in.

Children's physical development is satisfactorily supported as they have suitable opportunities for outdoor activities and older children can move freely between the indoor and outdoor environments. Younger children are regularly escorted downstairs safely as

staff explain how to hold on to the banisters and take one step at a time. Babies and toddlers have plenty of space to develop their physical skills and are not left sitting in bouncy chairs, for example. This supports children to understand how to keep themselves safe.

The nursery is bright, airy and welcoming. Children have access to resources as they are organised in low shelves and units to allow all ages to choose what they wish to play with. Friendship groups of older children happily sit together constructing or reading stories to each other. Relationships between staff and children are friendly and supportive, thereby, contributing to their emotional well-being and supporting a smooth move from home to nursery.

Staff are polite and caring and show children respect as they speak to them kindly and sensitively. They use appropriate behaviour management techniques that meet children's age and stage of development. As a result, children are kind, caring and respectful to each other. However, on occasion staff do not consistently manage boundaries and make their expectations clear; in particular when using creative materials, such as paint. Babies are seen pouring paint on the floor and chairs, while other children walk over paint and onto books. This does not promote young children to correctly make use of such materials and resources and fully respect or take care of their environment. Regular opportunities to be outside adequately support children's general good health and well-being. Children are beginning to develop an understanding of their own good health and safety through positive everyday practices, for example, they are reminded not to run inside and know to ask when they need to go to the toilet.

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

The nursery staff team has an adequate understanding of their responsibilities for meeting the learning and development and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Some staff have attended safeguarding training, they understand their role to safeguard children and are aware of the procedures to be followed if they have concerns about children in their care. Staff are aware of the policy and procedures to follow if they have concerns about a colleagues behaviour. The vetting of staff is in place to help ensure they are suitable and supports the protection of the children. Controlled entry to the premises and a signing in system helps to ensure that children's security is maintained appropriately. Appropriate policies and procedures are in place and made available to parents and carers.

Sound systems are in place to ensure child-adult ratios are maintained at all times, which ensures children are suitably supervised. The manager deploys staff on a weekly and daily basis to ensure staff ratios are fully met and to provide cover for the day. In general, the small staff group know all children well and are able to suitably meet their care and learning needs. However, the deployment of staff on one occasion, during the inspection, was not fully effective. For example, staff did not meet the needs of the younger babies and toddlers after a spillage of a water tray in the toddler and baby room. Young babies

were seen walking on a slippery water floor, whilst staff continued to mop up the area. In addition, babies were also seen pouring paint pots on the floor and painting tables and chairs, while other babies walked over the painted floor onto a rug with books laid out. Staff did not accurately assess the risk and move children away swiftly. This impacts on staff's ability to provide some younger children with the secure and consistent care they need.

The newly appointed manager has begun to oversee the educational programme for the nursery. Children generally enjoy their time at the nursery although some children lack a good level of challenge. The teaching quality in the nursery is variable. Staff who work with older children are better skilled and are more confident in their understanding of how children develop and learn. Staff in the toddler and baby rooms do not work as effectively. Hence children cannot make good progress in their learning. In some instances parents are not being fully supported to contribute to the initial assessment of their child's development. It is also not fully effective in ensuring staff are sharply focused on children's next steps, which means babies and toddlers do not always receive high quality challenges to fully extend their learning.

The new manager, staff, alongside the early years advisor, have identified many areas for improvement. For example, monitoring, planning and assessment is an area for improvement. The manager has begun to involve the staff and schedule regular staff meetings, where they are all receptive to feedback and discuss issues and ideas formally as a team. The manager has made some immediate changes and has identified long term plans that will improve the provision. The manager has begun to seek the views of staff, children and parents of the nursery, in order to fully support a culture of continuous improvement.

Staff have begun to forge partnerships with others, such as the early years advisor and local schools. This supports staff as they complete useful transition reports when children move to the school. Staff develop close relationships with parents and get to know them well. They talk with them daily and share information about the children's day. There is a consultation evening for parents planned for parents to meet with key persons to discuss their child's progress. Information shared with parents is adequate; they receive newsletters and some information is displayed in the nursery display boards. Feedback from parents on the day of inspection was generally positive and they comment on the friendly and approachable staff and that their children enjoy attending the nursery. Parents are welcomed into the nursery to help, which some of them do and they feel this is of real benefit and gives them a good insight into the nursery. They are also keen to be more involved in their child's learning, so they can support their child's development. Staff seek support and advice from outside agencies where they identify any child is not reaching expected levels of development. This enables them to offer appropriate support to help close any gaps in learning.

## **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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>	EY468365
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	938452
<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>	50
<b>Number of children on roll</b>	53
<b>Name of provider</b>	M&S Management Services Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02085244700

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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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