

# Little People's Nursery

Wilkinson Scout Hut, Tile Kiln Lane, London, N13 6BY

<b>Inspection date</b>	05/06/2014
Previous inspection date	04/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 support children with special educational needs and/or disabilities effectively, and good interagency partnerships ensure they meet children's individual needs well.
- Children become independent as they enjoy choosing from a suitable range of resources that are stored at their level.
- Children have warm, secure relationships with staff, which supports children's well-being.

### It is not yet good because

- Staff do not use observational assessments to fully inform planning or provide opportunities to enable parents to be more involved in their children's learning.
- Staff are not providing stimulating resources outdoors, in order to further challenge and extend all children's learning and development.
- Management are not consistently identifying areas of weakness to improve children's learning and development.
- Not all staff are consistent in encouraging children's literacy skills to develop their thoughts and ideas during story time. This sometimes leads to children losing interest and opportunities to engage them being lost.

## 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 the children's activities and staff's interaction with children.
- The inspector held meetings with the manager, children's key persons and other staff.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of the nursery's policies and procedures and staff records.

## Inspector

Yasmine Hurley

## Full report

### Information about the setting

Little People's Nursery first opened in 1995 and registered with Ofsted in 2001. The nursery operates from a scout hall in Palmers Green, in the London Borough of Enfield. Children have access to an outdoor play area. The nursery is open Monday to Friday from 9am to 3.45pm in two sessions during term time only. Children may attend a morning session or afternoon session. There are currently 57 children aged from two to four years on roll in the early years age group. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education for two, three and four-year old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of staff, six of whom hold relevant childcare qualifications. One is working towards a qualification.

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

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

- use observational assessments to inform planning to offer more personalised learning opportunities for children in line with their next steps of learning; and seek to engage and support parents in guiding their child's development at home
- develop the outdoor play space to support all areas of learning and development so that all children who learn best outdoors make good progress
- develop systems effectively to identify weaknesses in practice and implement targeted plans to tackle these weaknesses to drive improvement.

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

- enhance the educational programme for literacy, for example, by exploring ways to engage all children as well as possible during story time.

### Inspection judgements

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

Overall, staff demonstrate a suitable understanding of the learning and development requirements. Staff talk to parents and ask them to fill out an 'entry profile' form when

their children first start, to establish what children can do. This helps staff to identify children's current stages of learning and development and children's likes and dislikes. Key persons make regular observation. However, they do not link children's assessments to the planning and it does not make it clear what they expect children to learn. As a result, planning is not systematic enough to guide all children's next steps in learning so that they make the best possible progress. Furthermore, staff do not encourage parents to contribute towards their children's ongoing assessments. As a result, staff do not always get a clear picture of all children's all-round development to enhance their planning for children's individual learning. Key persons adequately support children who are learning English as an additional language. They ask parents to complete a form, which lists important words and phrases in children's home language. In addition, some staff speak children's home languages.

Children enjoy attending the nursery that is inclusive and reflects their backgrounds, communities and family lifestyles. They have freedom throughout the day to move between activities and make independent choices. Activities are mostly child led, although staff report that on some days there are more adult-directed activities with more structure and clearer learning intentions. Staff use appropriate teaching skills to support children's language and communication skills throughout their daily activities and routines. For example, they use activities such as circle time and snack time to ask children questions to encourage them to think critically and respond appropriately. Children eagerly use a cosy book area where staff sit and read with them. Children also enjoy singing songs and rhymes with repetitive phrases to reinforce their language. However, on some occasions, some staff do not encourage all children to join in during story time and develop their own ideas and literacy skills. This sometimes leads to children losing interest and opportunities to engage them being lost. Children enjoy drawing and older children show good early writing skills as they independently add their names to their drawings and artwork.

Children enjoy using new skills to solve problems, which helps them make sufficient progress for their future lives and when starting school. Staff promote children's early mathematical skills particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numbers, count, subtract and to learn basic mathematical language. For example, they ask children to count the construction bricks when making interesting models and to subtract when playing musical chairs. Children enjoy physical activities both indoors and outdoors and in all weathers. Children enjoy riding wheeled cars and scooters. However, staff do not provide suitably challenging experiences for children who have active learning styles and like to be outdoors. For example, children are not being challenged enough to explore their natural environment. In addition, staff do not take outside with them equipment or resources to help promote children's learning in all areas of learning and development.

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

Children settle and have formed positive relationships with their key person, other staff and each other. The sensitive support of staff promotes children's confidence and emotional well-being. For example, older children show a developing confidence and

assurance in their play, holding detailed conversations, building friendships, and showing interest in visitors. Staff are attentive to the needs of newly settling children and cuddle and soothe them when they become distressed.

Overall, children generally behave well and show increasing confidence and self-esteem, which is evident across the nursery. Staff use appropriate methods for managing children's behaviour such as using positive reinforcement and praise children during activities. This helps to build children's confidence. Furthermore, they have strategies in place to prevent and monitor any biting incidents and robust procedures are in place to records such incidents . Children are beginning to develop an understanding of their own good health and safety through positive everyday practices. Staff supervise children well. They remind them not to run inside and children know to ask when they need to go to the toilet. Children manage their personal needs well, such as using the toilet and washing their hands afterwards. They take part in fire drills so they become aware of what to do in an emergency. Being competent in these skills helps children to make smooth transitions to school as they become independent.

Children learn the importance of adopting a healthy lifestyle. Staff provide a healthy snack, consisting of fresh fruit. Children thoroughly enjoy eating their packed lunches, which consist of appetising meals and snacks that their parents prepare for them. Children play outside every day as part of a healthy lifestyle and benefit from the fresh air and exercise.

### **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 Early Years Foundation Stage. Some staff have attended safeguarding training. They understand their role to safeguard children and are aware of the procedures to follow if they have concerns about children in their care. Management carry out robust recruitment procedures and thorough checks on all staff to determine their suitability to work with children. The premises are secure and staff carry out daily risk assessments to enable children to play in a safe learning environment. Comprehensive policies and procedures support the smooth day-to-day running of the nursery, which they share with parents and carers. This includes the management and reporting of any accidents and incidents that children might experience during their time at the nursery. A notice board provides parents with information about how to make a complaint and how to contact Ofsted if they wish. The nursery follows appropriate procedures, in line with requirements, to manage any complaints they receive from parents.

Staff clearly enjoy their work, which is evident in their positive interactions with children. The managers work alongside their local authority early years advisor to help improve their practice. However, since the last inspection, the nursery has not addressed some of the recommendations raised in previous inspections, which have now escalated into actions. Therefore, self-evaluation is not thorough enough, to identify key strengths and

weaknesses in the nursery and to implement a plan for challenging, ongoing improvements that will benefit all children's learning.

Staff talk with parents daily and share information about the children's day. Most parents spoken to say that they are happy with the care that staff provide. They comment on how their children are happy and settled at the nursery. Systems to engage parents in their children's learning and development are not effective, so that parents receive information about what their children do at nursery and the progress they make. There are some opportunities for parents to meet with staff to discuss their child's progress, although this is very informal and left for parents to request. This restricts opportunities for parents to be involved in their children's learning, so they can support both the nursery and their child's development at home. Staff work effectively with children who have special educational needs and/ or disabilities as they identify any concerns and provide tailored support in partnership with the parents and other professionals.

### **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>	135319
<b>Local authority</b>	Enfield
<b>Inspection number</b>	973114
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Georginia Jones & Karen Arden Partnership
<b>Date of previous inspection</b>	04/07/2013
<b>Telephone number</b>	0208 884 0773

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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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