

Day Nursery Lietutis

19 Norfolk Road, ILFORD, Essex, IG3 8LQ

Inspection date

Previous inspection date

05/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide children with extensive opportunities to use their home language, which helps to promote their feelings of safety and security.
- Children have daily opportunities to enjoy the outdoor area, which benefits their health and physical development.
- Children are happy, enthusiastic and quickly gain confidence in their abilities.

It is not yet outstanding because

- Staff do not always provide enough learning opportunities for children with English as an additional language to reach a good standard of English in readiness for school.

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 examined documentation including sample of children's records and policies and procedures.
- The inspector undertook joint observations with the nominated person
- The inspector observed practice, including lunch time and spoke to a selection of parents about their child's progress
- The inspector talked to all the staff in the provision, and held discussions with the nominated person about their roles and responsibilities.
- The inspector observed children's play and staff interaction, indoors and outdoors.

Inspector

Debbie Buckingham

Full Report

Information about the setting

Day Nursery Lietutis registered in 2013 and is privately owned. The nursery is a converted domestic premises in Seven Kings area of Ilford, Essex, within the London Borough of Redbridge. There are three rooms and all children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery supports children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for three-and four-year children. The nursery employs 13 members of staff who work directly with the children including the manager; of these, ten staff hold an appropriate early years qualifications from levels 2 to 6. Two members of staff are currently working towards a childcare qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen opportunities for children who are learning English as an additional language to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations in readiness for school.

Inspection judgements

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

The airy and bright atmosphere of the nursery is welcoming and purposeful. Caring and enthusiastic staff use a good balance of teaching skills. These have a positive impact on children's development, so they make good progress in their learning. Children enjoy learning through play. They eagerly explore the nursery, engaging in a variety of interesting and appealing activities that foster their imaginations. The nursery offers children the opportunity to play indoors and outdoors each day, which helps to nurture their exploration and investigation. For example, children engage excitedly in a feet printing activity that explores size and shape, with staff and children offering discussion about parts of the foot. Younger children visit the local park to engage in sand play and larger play equipment that fosters their imagination and healthy practices. Children also learn about the importance of road safety on outings, which helps them to keep safe. Staff talk to children before an outing, giving them clear safety instructions about holding hands and staying together.

Staff plan children's experiences to cover the seven areas of learning, with planning

documents detailing a broad programme of stimulating and challenging activities. Staff explain to the children each morning what is happening and this gives children the opportunity to ask for something else or for staff to arrange the day differently. As a result, children's views and ideas are identified and respected. The nursery provides separate rooms for each age group, offering age appropriate resources and activities that excite babies and encourage young children's involvement. For example, staff sing and play the accordion, which provides motivation for children to join in songs and encourage rhythmic movements.

Staff carry out the two year old progress check which provides parents with a picture of the child's development and needs. These checks also provide opportunities for staff to offer support and professional development where any child's progress is less than expected.

Staff are well positioned around the rooms, working well together to join in children's play. They talk to children clearly, making good eye contact and give children time to answer before they ask questions. Children respond enthusiastically to adults who understand when to intervene in play, allowing children to take the lead. Children are confident and creative play partners, motivated by supportive adults. Planning is adapted in response to children's individual interests, and determined in discussion with parents and useful observations of children's play. Staff establish what children can do when they first start through talking to parents during settling in week and completion of an 'all about me' form, prior to children's entry to the nursery. Key staff share regular and informative assessments of children with their manager during weekly meetings. This helps staff evaluate how to plan for children's future learning. Staff record children's achievements in a 'learning folder' that is shared with families during parent meetings.

Children practise gaining good hand and finger control during a singing and movement activity. A writing pen provides opportunities for children to practise writing marks on their own fingers, and staff model how to hold the pen and help children choose the finger that is represented in the song. Children hide zoo animals in the shaving foam, hearing words such as 'foamy' and 'soft'. They exclaim wonder when exploring the foam with their hands and find animals hiding inside, showing their enthusiasm for learning. Children access the book corner independently, choosing books and browsing through these on their own. They handle books well, turning pages independently starting from the beginning and looking at pictures. Babies engage in exploratory investigation of the play house outside. Staff model appropriate language and play hide and seek games that aid babies' concentration to copy their actions. Adults ensure babies have time and freedom to become deeply involved in activities, such as those that involve practising riding wheeled toys.

The management plan a good programme to help children who are learning English as an additional language. They offer words and displays in English and speak to children in their home language. This gives children confidence to communicate with others. However, there are fewer opportunities for children to practise English during their learning to foster language development in preparation for school. As a result, children predominantly speak in their home language, particularly during play, and do not often engage in English speaking with other children and staff.

Children delight in the outdoor areas that help all children extend their physical skills well. For example, children enjoy and benefit from running, swinging and balancing activities. The outdoor area provides a safe surfaced area to access in all weathers, with size appropriate equipment to suit babies and children. Children who prefer to learn outdoors do so daily. Children benefit from trips to the park each week that gives them opportunities to be active and interactive on larger outdoor play equipment.

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

Children move around each play room happily and safely in the uncluttered and well organised play space. The clean and well-presented rooms are well maintained and thorough risk assessments help staff to identify and subsequently remove faulty or damaged equipment. Access to the nursery is by buzzer only, with written permission from parents regarding different adults who collect their child. This helps to ensure staff safeguard children, as they are only collected by those adults permitted to do so. As a result, only authorised visitors and families gain entrance to the premises. Close circuit television system in use in each room offer added security to ensure the safety of children, staff and parents.

An effective key person system is in place that offers children a trusting and caring friend. Parents and families feel valued and supported by the nursery. For example, parents state 'the nursery is very welcoming and offers cultural foods and a very clean provision'. The key person system works well, and staff are deployed well. This enables children to form secure and emotional attachments, which help them feel safe and so quickly develop confidence and independence. In the baby room, staff organise themselves effectively. There is always someone available to provide support for the babies' needs, such as a lap for a cuddle or someone to help with nappy changes when needed.

Clear notices displayed in each room show the names and pictures of staff in order to support partnership with parents. At collection time, parents are provided with a summary of their child's engagement in their daily activities. Families and children benefit from a flexible settling in procedure that responds to the needs of the individual child. The management offer families a translation service of documents into their home language. This effectively supports partnerships and helps families extend their child's learning.

Fresh drinking water is available at all times. All children enjoy a hot meal each day, freshly prepared by the nursery cook. Children display highly developed self-help skills at meal times and serve their own foods. They understand the importance of washing their hands before meals and after the toilet. Children choose a plate and metal cutlery, before serving themselves. Children's behaviour is exemplary during meal times, with the majority of children demonstrating well developed eating skills, using the utensils competently. Children learn about healthy eating when planting outdoors and harvesting the fruit from the apple tree. They help prepare snack and talk about the benefits of healthy foods.

Children's understanding of safety threads through their daily routines. They learn not to

run inside and to take care when using cutting tools. Children understand the importance of road safety when walking to the park. They take part in monthly evacuation practices that help them understand the dangers of fire and how to safely leave the building. These self-care skills mean that children enjoy the nursery experiences and gain good skills in readiness for their move to school.

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

Arrangements for safeguarding children's well-being are well established and effective. The management place high priority on protecting children's welfare and use robust procedures in appointing suitable staff. Staff have attended safeguarding and first aid training. They understand their individual responsibilities and the need to provide a safe play environment for children. The management work closely with several support staff from the local authority, seeking guidance and acting upon improvements to the provision and children's learning.

The management assess what they offer children and families through discussion with parents and staff meetings, so they can accurately identify areas for improvement. A newly formed questionnaire will provide valuable information to further support this process. The management understand the importance of offering better storage facilities for children's resources and buggies, and is in the process of designing a shed and garage that will provide suitable storage and safe access for families and children.

Staff development is targeted through regular appraisals and supervision by management. They are expected to attend courses regularly and gain additional qualifications to raise standards and improve practice.

The management monitors planning and evaluation in collaboration with all staff each week. In-house training helps staff implement the Statutory Framework for the Early Years Foundation Stage and this is reviewed in order to support staff's understanding. The management has devised a self-evaluation document that takes into account the views of staff, parents and children. In discussion with the Local Authority, the management have identified specific areas for improvement. These include building a sand pit in the outdoor area to support children's exploration and investigation and developing cosy and welcoming reading areas to foster children's interest in books.

In preparation for transition to school, the management offer to accompany parents viewing of the new school. Before a child leaves, the management provide the school with a summary document that identifies the child's achieved levels of development. The family has the learning folder to keep and share with the school to aid continuity.

The Childcare Register

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY460188
Local authority	Redbridge
Inspection number	906438
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	15
Name of provider	Day Nursery Lietutis Ltd
Date of previous inspection	not applicable
Telephone number	07723056312

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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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