

Little Learners Pre-School (Edgware)

Flash Musical Theatre,, Methuen Road, Edgware, HA8 6EZ

Inspection date

23/07/2014

Previous inspection date

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 plan activities to cover all areas of learning and children freely use resources to extend their play. As a result, all children including those learning English as an additional language and/or who have special educational needs, make progress towards the early learning goals.
- Children clearly understand the routines and expectations of the nursery. This supports their well-being successfully.
- The provider fosters a culture of continuous improvement and uses action plans well to improve areas of the childcare provision.

It is not yet good because

- Parents are not provided with enough information on the daily activities children take part in. In addition, parents are unaware of the food and drinks provided for children. This limits the continuity between home and the nursery.
- Staff do not always demonstrate the skills to skilfully question children or use the available space and resources successfully to fully support children's learning and development.

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 activities indoors and outside and watched a graduation ceremony.
- The inspector carried out a joint observation with the manager and held discussions with other members of staff.
- The inspector sampled the settings documentation including policies, learning journals, assessments and a self-evaluation form.
- The inspector took account of the views of parents through documented feedback and held discussions on the day.
- The inspector saw evidence of the suitability of all persons working in the nursery and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

Little learners was originally registered in 2005 and was re-registered in 2010 and is located in the Edgware area within the London borough of Harrow. Children have access to two rooms and a covered enclosed indoor/outdoor area. Children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 8.30am to 3.30pm for 38 weeks of the year. The nursery has 74 children on roll in the early years age group and receives funding to provide free early years education to two-, three-, and four-year-olds. The nursery supports children with special educational needs and those learning English as an additional language. The nursery is registered on the early years register and the compulsory part of the childcare Register. The nursery employs 12 staff including the provider who has Early Years Practitioner status. Of the remaining staff, 10 hold appropriate early years qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- ensure parents and carers are given information on the food and drinks provided to children
- improve the system for sharing regular information with parents on the range and type of activities and experiences children take part in.

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

- develop systems to further enable and support children's to make choices around all snacks and mealtimes, including when to join in.
- further develop consistent use of questions that encourage children to think and have time to respond, in order to make learning more effective

Inspection judgements

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

Staff at the nursery appear to have a sound understanding of the early Years Foundation Stage and use this to plan enjoyable activities and experiences for the children. Staff organise workshops to demonstrate to parents how the activities link up to each area of the curriculum. As a result, parents are able to understand the importance of the planning

for their children. Staff organise educational programmes to cover the seven areas of learning and children enjoy their play. However, the quality of teaching at times is variable as staff do not always skilfully question children engaged in the activities. For example, staff use many questions requiring only one word answers and children are not given adequate time to respond, before the next question is asked. As a result, children's communication and language development is not progressing as well as it might. Children have access to a wide range of resources and activities and take part in an appropriate balance of adult-led and child-initiated play. Outdoors, children use the mud kitchen to role play with their peers and pedal on bikes to support their physical development. Indoors, there is a quiet area with cushions, books and smaller toys for children to enjoy quiet time or rest, supporting their personal, social and emotional development. Children control an electronic robot from the technology table and use the controls up, down, left and right, to steer around furniture and under tables, experimenting with cause and effect. Children explore natural resources, such as straw and pine cones, further promoting their understanding the world. Staff encourage children to take turns in all activities and praise them for waiting, raising their self-esteem. Children refer to displayed posters including letters, numbers and shapes to support their literacy and mathematics. Children have sufficient time to practise and reinforce what they learn. For example, staff sing with children in a variety of languages during the morning session. Children use instruments while singing and explore the musical beats. During the graduation children repeat the songs they have practised supported by staff, developing their communication and listening skills. The selection of music demonstrates inclusive practice by celebrating the diversity of all the children attending. Children carry out actions to further songs using larger bodily movements, developing their physical agility.

Children's school readiness is promoted suitably as staff ask children what they are looking forward to doing at their new school. Staff gather information on the nurseries and schools children will be going to and arrange for the new teachers to visit. Children are observed during activities by their new teachers and view the uniforms that they will be wearing. Staff organise the graduation ceremony to celebrate children's time at the nursery. Children receive certificates individually as their name is called and proudly show these off to parents. Furthermore, children receive outside classes, such as Spanish lessons, helping them to listen and be more attentive in preparation for school. As a result, children are supported during this time and are ready to move on to the next stage in their development.

Staff carry out weekly snapshots of each child to assess their ongoing development and support further progress. Staff complete longer, more detailed assessment summaries twice a term to identify areas achieved and plan for each child's next steps in learning. Staff follow national guidance to determine each child's skills, knowledge and abilities accurately and determine the stage of development that they are at. Children share their learning journals with staff to review what they have learnt and look at the many pictures that they have made. Staff complete a progress check for two-year-olds and use this to identify areas children may not be progressing well. As a result, children are given additional support to close any gaps in their development. Staff use weekly planning to incorporate any interests displayed by children and follow child-initiated activities further. Staff are developing satisfactory partnerships with parents as they invite them in to share their children's work. Staff detail the types of activities offered and their child's response

to them. Parents complete a settling-in review shortly after children begin and complete a share sheet during consultation meetings. This provides ongoing information from parents about learning at home and supports staff in providing suitable activities and experiences for the children. Staff display the term's topics and activities in the entrance hall to keep parents informed. However, parents express that they would like information more regularly that is specific to their child. As a result, strategies to engage all parents and extend learning at home are not always successful.

Children make progress, including those with special educational needs and/or learning English as an additional language. For example, children use dual language books and seek support from bilingual staff members when they have difficulty understanding words. Staff who have had special educational needs training organise workstations offering more visual clues and storyboards to assist children in understanding the daily routines. Displays include the greeting 'welcome' in a various languages as well as key words in each child's home language, to support their development further.

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

Children appear happy and have developed appropriate relationships with staff. Staff offer reassurance as children settle into the nursery, which helps them to develop the confidence to explore their environment. A key person assigned to each child supports the move to nursery for both parents and children. Staff ask parents to complete a personal information form when their child begins. This details information such as children's likes, dislikes and comforters as well as their daily routines, including meals, sleep and toileting. A child profile is also completed detailing all health information. The key person uses this information to tailor activities to meet children's individual needs. As a result, children are supported suitably during this time and their personal, social and emotional needs are being met. Children gain a sense of belonging to the nursery as they access named pegs to hang their belongings on and register their attendance by posting their name into the post box. Children collect their comforters from their pegs when they need further reassurance, and they collect all their belongings just before home time. This is under close supervision of staff who support this time of security and independence for each child.

Staff support children to be kind and affectionate to each other and use positive strategies to encourage good behaviour. For example, children who have behaved well take a bear home for the night to look after, or are named helper of the day. Staff implement the nursery policy by challenging any inappropriate behaviour that children display. Children use sand timers to ensure they have a turn and they read books with staff to develop their understanding of expectations of behaviour. Children gain awareness of personal safety and risks as, for example, staff remind them not to run as they may fall. Children enjoy regular visits from the community police who talk to them about stranger danger and road safety.

Children are beginning to assess their own personal needs as they pour their drinks when thirsty and are encouraged to remove clothing and wear sun hats in hotter weather. Staff

display a notice asking parents to supply sun hats and sun cream in the warm weather. In addition, children wash their hands before eating independently, using a step and following pictorial instructions. This promotes a healthy lifestyle and use of safe hygiene practices to reduce the risk of contamination through the spread of germs. Staff support children who are toilet training by regularly taking them to the toilet and asking parents for a supply of spare clothes. Staff document all changes of clothes and nappies in a record book which allows them to monitor children's personal care. Children are encouraged to make healthy choices as they try balanced and nutritious snacks during the day. For example, children enjoy raisins, pears and buttered crackers, and drink milk or water. Staff talk of fruit being good for our teeth, hair, skin and bones and support this teaching by arranging a visit from the dentist, who speaks to children about how to look after their teeth. The environment is adequately resourced and suitable for the ages of children who attend. However, staff do not always make the best use of resources to ensure learning experiences are of a good quality. For example, there is a lack of space available for children at snack time. This results in some children who have chosen to have snack being asked to continue playing instead. Consequently, children become confused by the expectations to wash their hands again on their return. Furthermore, parents are not informed of the food and drink children consume while at the nursery, and this is not monitored sufficiently. This means that the requirements for children's welfare are not being met in full.

Children enjoy fresh air and regular exercise as they have the freedom to move between the indoor and outdoor areas in all weathers, due to being partly undercover. Children visit the local park to explore the different seasonal changes and visit the farm, promoting their understanding of nature.

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

This inspection was carried out in response to concerns raised. These relate to the supervision of children's care needs during hot weather, toilet training and managing comforters. Further concerns included the information provided on children's activities and the food that they have eaten while attending. There was also reference to the strategies staff use to include all children, and how behaviour is managed accordingly. The provider has worked on improving the nursery since the last inspection and uses self-evaluation to identify strengths and weaknesses of the provision. These have included changes to documentation, staff supervisions and improving the communication with parents, such as gathering further information from home. The management complete a termly audit looking to create a rich environment and the areas that could be improved through change. The provider is currently exploring various software systems looking to move over to online journals for children. The provider has robust systems in place to record and respond to complaints.

The nursery is kept safe for children via an entrance buzzer system and the outdoor gate is kept secure. Visitors to the nursery sign in and out and a register is kept to record children's attendance. As a result, no adult can access the nursery unauthorised and

children do not leave unsupervised. Staff working with the children have received a full Disclosure and Barring Service clearance. This helps ensure that practitioners are suitable to work with children. Staff have a good understanding of the child protection procedures of the nursery and are aware of the steps to take if they have a concern for any child who may be at risk from harm or abuse. Staff complete daily risk assessments and carry out a more detailed check once a term on all areas used for childcare. Policies and procedures are comprehensive and cover the use of mobile phones and camera use. Staff ask parents to complete forms for outings, to seek emergency medical treatment and take photographs. Staff do not use their phones on the premises and have signed a form agreeing to this. The equal opportunities policy and an inclusion statement detail how all children will be included in all activities and no child will be discriminated against. A fire evacuation is practised each half term to further safeguard children. Staff inform parents when they take place and staff talk to children about the practice to reinforce their learning. Staff display details of the current first-aider to keep parents informed. Staff ratios are well maintained in line with the number of children who attend. However, the provider has failed to inform Ofsted of the change in the appointed manager of the provision within the given timescale. This is a breach of the legal requirement. However, the current manager is highly qualified and so the breach has a limited effect on the children attending.

The provider is aware of safer recruitment procedures, and staff induction begins when suitability clearance has been received. All references are followed through and a proof of address is kept on record. Staff spend time in the nursery after a successful interview and are not left unsupervised until they complete their induction. This includes information for their role, health and safety and all the policies and procedures of the nursery. Staff have a review at three and six months and it is then decided if they are ready to take on key children. Staff carry out peer observations as part of their supervision. Staff attend an appraisal to discuss their individual learning and development. The manager and other staff members attend regular courses in addition to core training to improve the quality of teaching. Staff share the information gained with other staff members in an attempt to improve current practice. Staff have recently attended training on exploratory play, language development and setting up an environment for two-year-olds. The provider and manager monitor the learning and development requirements of the Early Years Foundation Stage through attending regular conferences and their links with the local council. These relationships offer fresh ideas for practice and access to training opportunities. The management team encourage parents to share their feedback through coffee mornings once every half term and provide a comments and suggestions box for them to use. These are contained in a folder for others to view. Recent feedback includes parents asking for more photographs of their children which the provider is working on. Children's views are gained as they use cameras to take photographs of their favourite parts of the nursery and are free to move resources through all areas of play. Staff support children to make choices as they leave a table free each week and allow children themselves to decide how it is used. Partnerships with other early years providers include links to the local children's centre and an early years advisor through Harrow council. These relationships provide access to specialised additional support if needed for the children in the nursery.

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 | 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 | EY410008 |
| Local authority | Harrow |
| Inspection number | 982649 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 34 |
| Number of children on roll | 74 |
| Name of provider | Little Learners Pre-School (UK) Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07956286572 |

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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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