

Little Market Day Nursery & After School Club

St. Edwards Parish Office, Church House, Market Place, ROMFORD, RM1 3AB

Inspection date	07/01/2014
Previous inspection date	18/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have established supportive, meaningful, caring relationships with children so that children are secure and confident.
- Good systems for staff supervision and coaching means staff are highly competent and knowledgeable in carrying out their roles and responsibilities.
- Staff offer children a stimulating and well-planned range of activities and resources, which helps them progress in all areas and behave well.
- Staff meet the needs of younger children effectively for example, with nappy changing. This means young children are cared for well.

It is not yet outstanding because

- The good range of books is not easily accessible to children in the pre-school as they are stored too high.
- There are few resources to enhance children's awareness and understanding of how to use information and technology equipment in order to prepare them 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 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 children at play and staff's interaction with them.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.

Inspector

Caroline Preston

Full report

Information about the setting

Little Market Nursery & After School Club registered in 2011 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from St. Edwards Parish Office in Romford, in the London Borough of Havering. The nursery is open each weekday from 7 am until 7 pm, all year round. There are currently 62 children attending who are within the early years age range. The nursery employs 22 members of staff; eight of whom hold early years qualifications to level 3. A further six members of staff are qualified to level 2 and one holds a level 4 qualification. The nursery is in receipt of funding for free early education for two, three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's access to books by making them easily accessible
- enhance children's access to information and technology equipment by encouraging them and providing more opportunities to use the equipment.

Inspection judgements

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

Staff provide children with a range of good, stimulating play opportunities in each of the playrooms, across all the age groups, to help them learn. For example, in the pre-school, children enjoyed expressing themselves in the large play house during role play. Children dressed up in chefs outfits, wearing hats and aprons and serving pretend food while acting out experiences they are familiar with. Staff encouraged them by talking to them, questioning them and helping them to recall what they know about being a chef. This is effective teaching because staff know how to further challenge children during play. This supports children's communication and language and social skills, as they play in pairs and small groups. Children enjoy regular outdoor play to support development of their physical abilities. Staff also take children out on trips into the community by foot so they are confident walkers. Staff help younger children to improve their co-ordination and movement by providing small climbing toys.

Staff read to children on their own and in groups, encouraging them to participate in the story. Children are encouraged to read with staff and props are used to help the children understand the story and remain interested. However, the books are stored too high for children to access what they want with ease. Staff provide writing resources and sit with

children as they make marks, with pens, pencils and foam, so that children can make patterns. All of this supports children's early literacy skills. Staff provide art and craft activities, including sand and water, to help children develop their creativity and ideas.

Children enjoy learning with the construction toys that staff provide. This helps with their mathematical development as they learn about size and shape. However, children have less access to more challenging programmable equipment, to support their skills in using information and technology resources. Staff complete initial assessments on children and develop their skills from their starting points through observations and assessments. Staff include parents well and request parents contribute, so that they are fully informed from the start. Staff interact well with children, supporting them as they play through everyday activities, all of which helps children progress towards their next steps in learning. Staff provide equal learning opportunities for children with special educational needs and/or disabilities and those learning English as an additional language. Staff use visual timetables, learn key words and use sign language to support children's communication skills.

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

Staff use the key-person system effectively to help children to settle and to develop well. For example, staff know what their key child's needs are, so they are able to offer children what they need. This helps children to form secure attachments and become independent. Staff are good role models. They are passionate about the children in their care and show this through their effective, caring, affectionate interactions with them. Children behave well because staff follow strong behaviour management strategies. They reinforce boundaries so that children treat each other respectfully and kindly.

Staff provide a good range of resources which reflect differences and celebrate various festivals with children. This helps children learn about the wider community and the differences people have in a positive manner. Children take risks as staff provide them with opportunities to think about their safety, for example, when walking to and from school and when playing outside in the garden.

Children are provided with healthy foods and drinks, cooked everyday on the premises, helping them to understand the importance of healthy lifestyles. Children serve themselves and make decisions on what they want to eat. They learn to take responsibility by helping to clear away. Children attend to their own personal hygiene when they are able to because they are encouraged by staff. Younger babies' needs are met well. Staff frequently change their nappies and make sure their health needs are met effectively, this is recorded, shared and agreed with parents.

Staff provide a stimulating and fun environment with activities and resources which helps children to progress onto their next stage of learning. For example, in each play room, there is plenty of space to play and all areas of the curriculum are covered. The environment is friendly, bright and warm. It is also well-maintained, clean and safe. The new creative area in the baby room means that small babies have an area in which they enjoy a range of messy play activities.

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

The management team understands its responsibilities in implementing the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. The management team is highly effective in supporting staff to progress professionally and all staff receive effective coaching and support. The new supervision systems have helped to fully support staff in fulfilling their roles and responsibilities well. Detailed records are completed during supervision. These include details of further training for staff, each child's progress and how staff must implement safeguarding practice in everyday routines. Both providers have attended extensive training to improve their knowledge and competence, and ensure the nursery is run effectively so that children's needs are met. This supports the effective self-evaluation process and good improvements and progress have been made, in all areas of identified weakness.

All staff are knowledgeable of safeguarding procedures and have attended training to be able to keep children safe. All staff are robustly vetted and detailed risk assessments are completed so that all hazards are removed, in order to keep children safe at all times. Staff deployment and child supervision is good and children are never left unattended. Staff always remain in ratio so that children are always cared for effectively. Staff record accidents and injuries, as well as administration of medication, so that parents are informed and procedures are followed appropriately. Any unexplained injuries are investigated fully and any outcomes shared with parents.

Strong partnership with parents has been established. Parents receive up-to-date information about their child's progress. This means parents are involved in their child's learning. Staff provide daily communication books and monthly newsletters and ask parents to complete parental questionnaires to seek their views for future improvement. The complaints procedure is used effectively and all relevant information is recorded and investigated by the management team. This means that parents are always responded to should they have concerns about practice. Staff work well with external agencies to meet the needs of children so that good support is offered, if needed.

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

Unique reference number	EY438206
Local authority	Havering
Inspection number	945386
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	62
Name of provider	Tezcan Mehmet and Kathleen James Partnership
Date of previous inspection	18/09/2013
Telephone number	07507589233

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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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