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|--------------------------|----------------|
| Inspection date | 25/07/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 2 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 | | 1 |
| 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 a highly stimulating environment and a wide range of resources, and activities, to promote children's exploration. Children have excellent opportunities to make choices in their play and to gain independence skills. They are motivated in their play and enjoy learning.
- Relationships between staff, children and parents are excellent. Staff develop successful partnerships with parents, and work together to ensure children settle well and their well-being is effectively promoted.
- Staff place high priority on the safety of the children. They implement comprehensive policies and procedures to effectively safeguard the welfare of the children.
- The management team effectively support staff development and monitor practice within the nursery effectively. Therefore, they offer good quality provision that is continually improving.

It is not yet outstanding because

- Occasionally, the organisation of some group activities does not fully engage all children in the group, especially the younger children, in order to effectively extend their learning.

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 had a tour of the premises with the provider.
- The inspector took account of the views of the parents.
- The inspector sampled children's learning records and assessment documents.
- The inspector observed children's activities inside and outside.
- The inspector met with the provider and discussed their safeguarding practices, their self-evaluation systems and sampled required documentation.
- The inspector invited the manager to carry out a joint observation.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Little Darlings London registered in 2014 as childcare on domestic premises. The whole of a lower ground floor flat on the premises is used for childcare, which is accessible down one flight of stairs. The premises are located in Kensington, in the Royal Borough of Kensington and Chelsea. There is a garden for outside play. Little Darlings is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is a dog and two cats as family pets on the premises. The provider holds a level 3 qualification and four of her five staff hold relevant childcare qualifications. The provision provides funded for the provision of free early education for children aged three and four years. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities. The nursery follows a Montessori teaching approach.

What the setting needs to do to improve further

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

- enhance the organisation of group activities to maximise the learning opportunities for all children.

Inspection judgements

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

Staff demonstrate a strong understanding of how children learn and develop, and of the learning and development requirements of the Early Years Foundation Stage. This positively impacts on their practice and, as a result, the quality of teaching is good and all children are making good progress in their learning. Staff have high expectations of all children and plan a wide range of interesting experiences based on their knowledge of the children, which link with all areas of learning and development. Parents spoken to during the inspection commented on how the staff go 'the extra mile' to support children's learning. For example, children learn about natural processes and gain first hand experience looking after nature as they observe the life cycle of butterflies. Regular observations and assessments are carried out and used to identify children's next steps for learning. Staff seek parents' contributions and consider the needs, and interests of the children carefully. Therefore, staff are able to provide a wide range of well-thought-out activities and effectively planned environment which helps children make good progress based on their starting points. The progress of children who have special educational needs and/or disabilities, or those who are learning English as an additional language is monitored rigorously. This means that any gaps in learning are closing rapidly and children are working well towards the early learning goals. For example, staff use picture cards and talk to children down at their eye level in order to effectively support their language

development. Children of all ages enjoy songs and rhymes throughout the day. Enthusiastic staff help young children learn to listen and respond to rhythm as they move their bodies in time with songs. Older children learn to anticipate the next line, learn their favourite songs, and sing out with confidence in front of their friends. Staff promote diversity and teach children about the world in which they live. Children access a wide range of authentic multi-cultural dressing-up clothes and resources, which helps them understand different cultures and promotes imaginative play. Staff adapt the layout of the rooms to ensure that children can move around safely and help themselves to resources easily.

Staff assist children in their learning effectively. They make use of naturally arising situations and use effective questioning techniques to extend children's thinking and language skills. For instance, during a cooking activity staff encourage children to talk about what they see and feel, and discuss mathematical concepts of shape. As a result, children enjoy learning and become active learners. Older children are fully engaged and use their thinking skills for predicting and problem solving, which enhances their learning. However, occasionally the younger children become disengaged because they have fewer opportunities to participate. This means at times, staff do not make the most of opportunities to extend children's learning during group activities. A selection of mark making equipment, such as, pens, paper and chalkboards are available inside and outside. This promotes children's literacy and mathematical skills. Recent activities have also included using the staff's training in Montessori techniques to help children practise their early reading and writing, and further developing their mathematical skills. As a result, children are being prepared well for their future learning and their eventual entry to school.

Staff work very closely with parents. They ensure they offer parents a wide range of opportunities and ways to be informed of the progress their children are making in their learning. For example, they share in the process to complete the progress checks for two-year-old children and receive ongoing progress summaries from staff. Daily diary sheets and learning files, detailing children's progress, are regularly sent home. Parents are encouraged to reflect upon the contents of these and record comments on what their children are doing at home. This enables a cohesive approach to children's learning and development to develop between the nursery and home, and shows parents that their input is valued.

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

The strong skills of the staff promote excellent two-way communication with parents. This allows children to have highly effective settling-in processes tailored to the needs of each child. Staff also know children very well and plan activities and care routines, which effectively meet their individual needs. As a result, children's well-being is successfully promoted. Children feel safe and build secure attachments with their key person and the other caring staff. As a result, they become emotionally prepared for change. The staff support children's personal, social and emotional development exceptionally well. They are flexible in their approach and tailor their practice to ensure the well-being of the children

is appropriately fostered. For example, babies smile and wave their hands in excitement as they listen to staff singing to them, while having a bottle. This provides a strong base for helping them become independent and motivated to learn. The key-person system effectively supports children's self-confidence and self-esteem. For example, staff offer meaningful praise to the children to reward positive attitudes.

All children develop excellent self-help and independent skills according to their age. Staff provide a highly stimulating environment and a wide range of resources and activities, which promote exploration. Resources are organised well and easily accessible to children so that they can make independent choices during free flow play. Young children are encouraged to feed themselves their porridge at breakfast time, and use wet wipes to clean their hands and faces. Older children sit at the special red table, which means they are able to sit with their friends and eat independently. Children take pride in being able to manage their own personal needs. This prepares them successfully for the next steps in their learning. Staff are excellent role models. They are kind and treat children with respect, at the same time, they teach children to respect others and play cooperatively. For example, they use polite words, which children repeat and plan group activities that encourage children to take turns, such as, making melon ice-lollies and singing games at circle time. As a result, children learn to empathise, share and be kind to each other. Consequently, children's behaviour is very good and appropriate for their age and stage of development.

Staff are passionate about promoting healthy lifestyles, they work closely with health professionals to implement a programme to become a healthy setting. Staff provide highly nutritious and well-balanced meals and snacks, and ensure children drink water throughout the day. This ensures children develop an awareness of healthy lifestyles. Staff follow, and teach children, very good hygiene practices and help them understand the importance of keeping safe through their activities. For example, staff remind children to walk inside to avoid accidents, and talk about being careful when using knives to cut fruit. Staff ensure children access a wide range of activities, which promote physical exercise and outdoor play. They offer plenty of opportunities for children to access fresh air and an outdoor classroom for those who prefer to learn outside. Therefore, staff promote children's well-being and physical development very well. Staff place high priority on the safety of the children, they conduct daily checks of the premises. Risk assessments are detailed and are reviewed regularly to ensure children are safe. Staff complete safeguarding training to update their knowledge of this area. This ensures they have a robust understanding of the policies and procedures to follow if they have concerns about a child. Staff help children develop an understanding of how to play safely, and what to do in case of an emergency as they participate in regular fire evacuation drills.

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

The provider and staff have a strong understanding of the learning and development requirements. The manager and staff work well as a team. As a result, the manager is able to oversee the practice and provision very well. Assessment systems are precise and

effective in monitoring children's progress. This means they can effectively identify any areas where children may be falling behind. There are strong links with other professionals, which provide additional support for children who need it. As a result, all children access timely support in their learning so that they can make good progress from their starting points.

The provider demonstrates a strong drive for continual improvement, and a very positive attitude about ongoing professional learning. She supports her staff's professional development very well by mentoring a number of them as they complete further qualifications. Furthermore, the provider makes sure that staff access all required training, as well as, more specialised training. This helps to enhance staff practice. This has a very positive impact on the outcomes for children. The manager is reflective and aware of areas for development as well as strengths. Staff contribute to self-evaluation through discussions at staff meetings. Parents share their thoughts on the provision both informally and via a questionnaire. This enables the manager to reflect on all areas of the provision to incorporate the views of all stakeholders into an ongoing self-evaluation process. Therefore, they offer good quality provision, which continues to improve.

The management and staff have a very good understanding of the safeguarding and welfare requirements. They implement robust policies and procedures, which help assure children's safety and well-being. The provider follows rigorous recruitment and induction procedures along with thorough induction processes. The ongoing support ensures staff understand their roles and responsibilities effectively, which helps protect children. She also carries out regular monitoring and appraisals of each member of staff to ensure their ongoing suitability. All staff have the required suitability checks and demonstrate a strong commitment to safeguarding. The provider and her team have a clear understanding of the role and the staff are well-versed in what to do should they have concerns about a child. Detailed and thorough risk assessments contribute to children's safety. For example, the garden is checked before children play outside. In addition, the staff work together to ensure children are effectively supervised through the day, and the staff work well within their ratios.

Parents are complimentary about the care their children receive, about how committed and friendly the staff are and about the progress their children have made since starting to attend. The setting also works closely with the local early years development team and have access to a wide variety of available courses. These trusted relationships enable the setting to seek a variety of specialist support available, which benefits all children with identified needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | EY474492 |
| Local authority | Kensington & Chelsea |
| Inspection number | 951372 |
| Type of provision | Childminder |
| Registration category | Childcare - Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 15 |
| Number of children on roll | 14 |
| Name of provider | |
| Date of previous inspection | not applicable |
| Telephone number | |

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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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