

# Snowdrops Day Nursery

Living Flames Baptist Church, 363 Fulbourne Road, LONDON, E17 4HL

<b>Inspection date</b>	30/09/2014
Previous inspection date	14/12/2009

<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		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 a stimulating play environment where children play and explore happily. Staff interact effectively to help children learn through their play
- Staff use appropriate methods of behaviour management and are consistent in their approach. Children learn to respect the needs of others and develop good relationships
- The owner closely monitors staff's teaching and learning, ensuring that the systems in place are used effectively to support individual children in their development
- There is a good working partnership with parents, which encourages them to become involved in the nursery and also in their children's learning.

### It is not yet outstanding because

- Staff do not always make the most of opportunities at group times to extend children's learning in different ways.

## 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.

## Inspection activities

- The inspector observed children taking part in a range of indoor and outdoor activities
- The inspector talked with staff and observed their teaching
- The inspector sampled the nursery's documentation, in particular those documents relating to children's progress and safeguarding
- The inspector interviewed the owner and the manager and also spoke with parents
- The inspector carried out a joint observation of a planned activity with the owner.

## Inspector

Jill Nugent

## Full report

### Information about the setting

Snowdrops Day Nursery is privately owned and registered in 2009. It operates from a church hall in Walthamstow in the London Borough of Waltham Forest. Children have the use of a secure outdoor play area. The nursery is open every weekday from 7.30am to 6.30pm for 49 weeks of the year. The nursery is registered on the Early Years Register. There are currently 27 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are six members of staff, including the owner and manager. All staff hold relevant early years qualifications. The owner has Early Years Professional Status.

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

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

- use group times, such as snack times, more effectively to extend children's learning further.

### Inspection judgements

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

The nursery provision is effective in meeting the needs of all children. Staff actively encourage children to enjoy the range of play opportunities available and they offer children good support. The focus of the provision is learning through play and this is reflected in the stimulating play environments on offer. The hall is divided into learning areas, where children can explore and investigate different resources. For example, children showed much interest in investigating recycled materials and modelling dough in one learning area. Staff interacted thoughtfully with children, helping them to express their own ideas and talk about what they had made. By joining in with children in this way staff encourage them to think and communicate as they explore.

The outdoor play area is particularly well equipped and children have fun as they join in the play activities. For example, children eagerly looked for toy animals that staff had hidden in the sand tray. They pretended to buy vegetables at a 'market stall' and followed each other on hands and knees through a tunnel. Staff support children well as they develop new physical skills, for instance, when children are learning to balance along a 'log trail'. Staff help children to learn about living things by growing plants and investigating items on the nature table. Recently children have grown a variety of vegetables in outdoor planters and have learnt about their different shapes, colours and tastes. Children also learn about the local community on trips to the park and library.

Staff make the most of opportunities during free play to encourage children's learning in the key areas of language, literacy and mathematics. In this way they help children to prepare for future learning at school. Staff make sure there are many examples of 'print' around the play environment, such as flashcards, labels and packaging. This helps children to become aware that written words carry meaning. Staff encourage children to talk about their experiences and make up stories. They provide resources for children to make marks and draw pictures and, when children are ready, teach them how to write their own names. Staff help children to count objects, compare shapes and recognise patterns, for example, when playing in the sand or investigating clocks. In this way children gain skills that enable them to understand mathematical concepts, such as ordering and sorting.

Staff make good use of group times to offer some learning experiences which reinforce children's learning. For example, at a whole group time children listened to a story and joined in eagerly with familiar words. Staff then showed them how to use their fingers to represent numbers while singing rhymes. However, staff do not always use all group times effectively to engage children in activities that further extend their learning. For example, at over-long snack times children became bored while they waited in groups to wash hands and for snack to be served. This was because staff did not engage them in a learning activity as they waited.

Staff make use of a rigorous system of observational assessment to support children in their individual learning. In their role as key persons they make written observations of children's play and learning, which are combined with parents' observations of their children at home to plan 'focus' weeks for each child. Staff determine children's next steps of learning using development charts and this enables them to set relevant targets for children in each area of learning. Children's progress is assessed and monitored at regular intervals. This is particularly useful in helping staff to close any gaps in children's learning. Overall children are making good progress in their learning.

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

Staff prioritise the well-being of all children. Staff are calm and sensitive in their manner, helping children to gain self-confidence. Children benefit from a wide choice of activities. At times they become absorbed in their exploration, for example, when investigating sand and water. They also enjoy getting together in groups, for instance, children gathered enthusiastically in the reading corner to share books with a member of staff. Children demonstrate that they feel safe in the nursery. For example, they move confidently between the indoor and outdoor play areas. Staff supervise children when going to the toilets so that children know to take care and, if necessary, wait patiently. Staff also show children how to use equipment safely, for example, when cutting with scissors or playing on the climbing frame.

Children are encouraged to develop good relationships with others, especially when joining together in spontaneous activities. For example, children had fun sitting with others astride the top of a 'caterpillar tunnel', joining in enthusiastically with a song led by a member of staff who sat with them. Staff are consistent and fair when managing

children's behaviour. They deal with incidents calmly, explaining to children the need to share and to take account of other children's interests. They encourage children to express their emotions clearly so that they learn to negotiate with others. In addition they search out alternative resources and offer help so that every child feels valued and included.

Staff's effective approach to behaviour management helps children to develop good social skills. This is reflected in children's positive responses to any instructions from staff. For example, when asked to tidy up and gather for group time children moved quickly and quietly to the reading corner and listened attentively. Staff are very aware of children's individual needs and recognise the need for children to access learning in different ways. For example, if children with special educational needs are not able to cope with particular learning situations, such as a whole group time, then staff provide individual support elsewhere.

Staff offer children a variety of healthy snacks during the day. Children are able to make their own choices from a selection of foods placed on trays on each table. For example, children enjoyed eating crackers and pieces of fresh fruit. In this way children are encouraged to take turns and to try different foods. Children bring their own drinking bottles to nursery. These are made easily accessible during the day so that children can take a drink whenever they feel the need. Staff encourage parents to send healthy and nutritious lunches for those who stay all day. Children also learn about healthy eating. For example, they created pictures of different foods, and talked about them, during a project on healthy eating.

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

The nursery's owner and manager work closely together to support staff and to encourage continuous improvement and documentation is well organised. There are effective policies and procedures in place to promote the safeguarding of all children. The owner ensures that new staff undergo the necessary checks regarding their suitability to work with children. Staff update their training in safeguarding annually so that they know about current issues. They are fully aware of what to do if they have any concerns relating to child protection. In addition the owner ensures that confidentiality is maintained when communicating with parents and other professionals.

The local authority has carried out a risk assessment of the premises. They arrange a visit to the nursery on an annual basis to review the risk assessment. Staff carry out their own daily safety checks to ensure that risks continue to be minimised effectively. Staff are attentive to matters of hygiene and take care to follow procedures correctly, for example, when changing children's nappies. There are sufficient staff with up-to-date training in first aid to ensure that children receive immediate attention in the event of an accident. In particular the owner makes sure that there are qualified first aiders both indoors and outdoors at all times. Staff who need to update their first aid training have been booked on courses with a view to all staff becoming qualified first aiders.

The owner takes responsibility for the monitoring of the educational programme. She checks children's individual learning files regularly and alerts key persons to any improvements or updates that may be needed. In this way she ensures that staff are maintaining a useful record of children's individual progress. Additionally she has introduced individual tracker sheets which show each child's stage of development at a glance. This helps her to oversee any areas where children need extra support.

The owner spends time, alongside the manager, observing staff's teaching in the nursery. This enables the manager to support staff in their teaching and to offer advice at their weekly planning meetings. This focused input is especially useful in developing aspects of teaching and learning. The nursery's special needs coordinator is particularly well organised. She makes good use of partnerships with parents and other professionals to provide effective support for children with special educational needs.

The owner is continually working to develop the partnership with parents further. She actively encourages parents to become involved in the nursery. She provides clear written information for parents about the provision for children. She has recently extended this to include extra detail on each learning area, to help parents understand better how young children learn through their play. Staff are always available to talk with parents and ensure that they exchange information with them when planning children's focus weeks.

Parents enjoy the opportunity to come into nursery, for example, to lead cooking activities. These are particularly beneficial as children not only learn about the process of cooking but also learn about foods from different cultures. Parents state that they are very satisfied with the nursery provision. They appreciate the support they receive when settling children in and the ongoing interaction with their key persons. The owner is at present setting up a parents' committee to encourage further opportunities for parental involvement.

The owner encourages staff to reflect on the quality of the provision and to suggest areas for improvement. She is keen for staff to be involved in continuous professional development. Many members of the team are working towards higher qualifications. Recently they have had the opportunity to learn about improving their interaction with children. Since the previous inspection the owner has worked hard on improving the learning environment, especially the outdoor play area. She is now extending the outdoor area to offer a wider range of physical activities. She motivates staff through her own enthusiasm and consequently they are a committed and hardworking team. This has a positive impact on the provision and contributes to its ongoing improvement.

## 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

<b>Unique reference number</b>	EY393373
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	984950
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Hawa Marriott
<b>Date of previous inspection</b>	14/12/2009
<b>Telephone number</b>	02085272010

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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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