

# Little Herons Emergency Childcare Centre

50 Bank Street, London, E14 5NS

<b>Inspection date</b>	17/11/2014
Previous inspection date	22/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	<b>3</b>
How well the early years provision meets the needs of the range of children who attend		<b>2</b>
The contribution of the early years provision to the well-being of children		<b>2</b>
The effectiveness of the leadership and management of the early years provision		<b>2</b>

## **The quality and standards of the early years provision**

### **This provision is good**

- Staff develop warm relationships with children which means children feel safe and happy.
- Leaders and managers work in partnership with parents to make sure their children's individual needs are met and their learning and development are promoted effectively.
- Staff are playful and enthusiastic as they interact with children, and, as a result all children are keen learners who make good progress in all areas of learning.

### **It is not yet outstanding because**

- Some staff do not always encourage children to explore the environment taking manageable risks as they play to develop their physical capabilities.

## 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, and staff's interactions with them, in the nursery and on local outings.
- The inspector spoke with children, parents and staff.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and managers.
- The inspector sampled a range of policies and documents, including children's learning records and staff's vetting checks.

## Inspector

Naomi Hillman

## Full report

### Information about the setting

Little Herons Emergency Childcare Centre is one of five nurseries run by Fran n Brue Limited. It registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted retail unit on the ground floor of the Northern Trust building in Canary Wharf, which is within the London Borough of Tower Hamlets. It is open each weekday from 8 am to 6 pm apart from bank holidays and one week at Christmas. The nursery provides full or part time places for children aged from three months to three years of age. In addition it provides emergency short-term childcare for children ages three months to seven years, whose parents live or work in Canary Wharf. There are currently 34 children on roll in the early year age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 23 members of staff who work directly with the children, all of whom have suitable early years qualifications. There are 20 staff qualified at level 3, one qualified at level 2 and one qualified at level 4. There is one member of staff who has Qualified Teacher Status.

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

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

- develop staff's understanding of the importance of allowing children to take suitable risks as they explore the environment.

### Inspection judgements

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

Children at the nursery are happy. They spend their time busily playing and learning. This is because staff practice is based on a good understanding of how to promote the learning and development of young children. Staff spend their time engaged purposefully with the children; they talk and listen to them and encourage them to try new things and thus progress in their learning.

The quality of teaching is good, because staff have a clear understanding of the different needs of the various age ranges of the children in their care. During the inspection, the three-year-olds clearly enjoyed a short structured session learning letter shapes and sounds, while younger children were keen to match their colour cards to objects they found during an outside walk. Staff are enthusiastic as they teach the children and children are engaged learners. The daily routines provide time for children to freely choose from the easily accessible resources and benefit from the adult-planned activities with clear learning outcomes. Staff provide children with interesting and challenging

experiences that meet their needs and ensure they cover the seven areas of learning. As a result, all children are working comfortably within the range of development expected for their age.

Staff have warm relationships with children and have a secure knowledge of their current stage of learning and development. Key persons make regular assessments of children and use these to plan for their next steps of learning. Staff complete the required progress checks for two-year-olds along with summary assessments to ensure key persons have a good overview of all children's current stages of development. Staff put in place individualised teaching and learning techniques to meet the different needs of children. This means all children are developing the communication and language skills and the physical, personal, social and emotional skills they will need to be ready for the next stage of their learning.

On the whole staff encourage children to explore the environment and as a result children are interested and keen learners. However, on occasions, some staff are uncomfortable allowing young children to take suitable risks. For example, when a toddler attempted to climb on to a low chair to sit on it, staff stopped the child rather than staying close and helping them master a new skill. This is a result of staff's desire to keep the children safe. It does not have a significant impact on children's learning, but means that on occasions younger children are not encouraged to attempt new physical challenges.

In the emergency care section of the nursery, where children may only be staying for a single day, staff seek meaningful information from parents about children and use that to meet children's individual needs. They have a good understanding of the importance of being flexible, listening and responding to children's expressed preferences throughout the day. This means that even if children are only attending for a brief period, staff promote their learning well as they provide a broad range of toys and resources that interest and challenge them.

Key persons develop good relationships with parents and use these to ensure that they understand and meet children's individual needs. Parents contribute to children's initial assessments and staff update them daily on their child's learning and development. Formal parent meetings provide opportunities for parents and key persons to share information about children's learning. Key persons provide parents with good ideas to help children's learning at home. They plan with the parents to ensure consistency for children during developmental stages such as potty training and weaning.

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

A well-developed key-person system is in place. Key persons are warm and kind, therefore children are confident to seek out comfort and affection. Key persons are patient and gentle with babies, comforting them with cuddles and rocking as they settle into nursery life. As a result, children form secure attachments which promotes their well-being and independence.

There are good relationships between staff, managers and children. Staff are good role models, talking politely and with respect to each other and children. Clear behaviour management practices are in place and staff implement these in age-appropriate ways for the children. This means that children behave well and are confident to approach adults and ask questions.

The nursery is a bright and welcoming environment. There is a suitable range of toys and resources that are appropriate to the needs and ages of the children in each room. These are easily accessible to children to promote their independent play. In addition, staff provide a challenging and varied range of experiences that meet children's individual interests and support their all-round development.

Staff encourage parents to come into the nursery and share their expertise or help the nursery celebrate different festivals to enable children to learn about the world around them. The nursery also makes good use of local professionals such as the priest and rabbi to help children to learn about different cultures and religions. This means that all children get along well and are learning to respect each other's differences.

Staff have a good understanding of the nursery's safeguarding processes and policies. They are able to explain any behaviours or signs that may cause them to feel concerned about a child's welfare. They know how to take appropriate action to protect and support children in their care so they remain safe.

Staff all have a good knowledge of how to manage any dietary needs and talk to children about the importance of a healthy diet. Although the nursery does not have a designated outside area, children go outside daily for fresh air and exercise to support their good health. Staff know how to effectively manage risks to keep children safe when on outings and they encourage children to explore the urban environment and develop their physical skills. Staff give children good opportunities to develop their self-care skills, such as serving their own food and drinks at snack time. Therefore children are becoming competent at managing their personal needs relative to their ages.

The nursery has good processes in place to help new children to settle in. Parents and children make several visits to become familiar with the nursery before they begin. Staff emotionally prepare children for the next stage in their learning. They work with parents and new key persons to help children get ready to move on. This partnership working and gradual transitions mean that staff effectively support children's move into new rooms or other nurseries.

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

Managers have a good understanding of the seven areas of learning and development and how children learn. They spend a significant amount of time in the nursery rooms and they know the children well. They observe staff practice to ensure children are being well cared for and effectively taught. In addition the managers consistently track all key

persons' observations to ensure they have a clear overview of how children are progressing. This ensures that all children are experiencing a broad range of learning opportunities that help them make good progress towards the early learning goals.

There are secure systems in place to monitor planning and assessment of children's learning. Managers are able to demonstrate that they have an accurate understanding of all children's skills, progress and abilities. Managers and providers use this information to put in place individualised support for children and families who have identified needs and to provide appropriate interventions. As a result all children are making good progress.

The provider and managers have a strong understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage at all times. There are clear systems of responsibility and accountability that ensure staff at all levels know policy and procedures. Secure safeguarding policies are in place. Staff are suitably vetted to work with children and attend regular safeguarding training. Staff and management show a clear understanding of how to implement these policies and when to take information to appropriate authorities, thereby ensuring the safety and welfare of the children in their care. Managers ensure staff who work in in the emergency care centre attend the same good level of safeguarding training and they are able to demonstrate that they can act quickly to promote the welfare of children who are only attending the setting for a brief period.

The provider has robust recruitment and induction processes in place and all staff hold suitable qualifications. Managers have good systems to identify staff training needs; they use action plans to support staff with any area identified as needing improvement. There are effective systems to tackle any underperformance. The provider and managers arrange regular in-house training sessions led by an early years professional and qualified teacher to develop staff's practice. This well-established programme of professional development is helping all staff improve their knowledge, understanding and practice. This has a positive impact on the quality of the provision for children.

Leaders and managers have a strong drive for improvement and have put in place successful changes that promote children's learning and development. Self-evaluation takes account of the views of staff, parents and children. Leaders use this information to identify strengths and areas for improvement. In addition, the provider and manager actively seek out information about changes in legislation and practice in other settings to inform and improve their own practice.

Leaders and managers have strong working relationships with parents. They have a good understanding of the parents' needs and have developed a range of flexible methods to ensure they are able to share information and work in partnership. Managers work closely with parents to identify and meet children's individual needs and thus ensure all children are making good progress. Parents are welcomed into the nursery throughout the day and feel their views are sought and listened to. Parents are confident to approach managers with any questions or concerns. Managers work with outside agencies to make sure children receive the support they need to develop in readiness for school.

### **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

<b>Unique reference number</b>	EY240394
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	843449
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	53
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Fran n Bru Limited
<b>Date of previous inspection</b>	22/02/2011
<b>Telephone number</b>	0207 719 0719

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

