

# Little People's Day Care Provisions

Edmonton Leisure Centre, 2 The Broadway, LONDON, N9 0TR

<b>Inspection date</b>	14/11/2014
Previous inspection date	23/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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's quality of teaching is consistently good. Therefore, children are making good progress in their learning and development.
- Staff use good observation, tracking and assessment systems, to ensure all children are challenged and reach their full potential.
- Children behave well due to the good support they receive from staff. This enables children to learn to play and share together and creates an extremely positive atmosphere throughout the nursery.
- Partnerships with parents are effective. Staff understand the importance of sharing information and including them in their children's learning.

### It is not yet outstanding because

- Children do not consistently have good opportunities to investigate technology resources spontaneously, such as children's laptops, as some of these resources are not always maintained in good working order.
- Staff do not always encourage children to further extend their use of their home languages within the nursery to support the development of their communication skills.

## **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 the children's activities and staff's interaction with the children.
- The inspector held meetings with the manager and staff, and invited the manager to conduct a joint observation.
- The inspector examined a sample of children's assessment records and planning documentation.
- The inspector examined a sample of the nursery's policies and procedures and staff's records.
- The inspector spoke to some parents and took account of their views during the inspection.

## **Inspector**

Yasmine Hurley

## Full report

### Information about the setting

Little People's Day Care Provisions registered in 2007 and is run by Koala Childcare Limited. The nursery operates from a ground floor room within the Edmonton Leisure Centre in the London Borough of Enfield. The nursery is open Monday to Friday from 7am to 7pm, for 50 weeks of the year. There is no outdoor play area attached to the nursery. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 15 children on roll in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children who speak English as an additional language. The nursery employs eight members of staff, seven of whom hold relevant childcare qualifications at levels 2 and 3.

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

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

- maintain information technology resources, such as laptops for children, in good working order, to enable children to use them to support their understanding of the world
- extend the use of children's home languages within the nursery to further support their communication and language skills.

## Inspection judgements

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

Children are well cared for in a welcoming, busy and children-centred nursery. Staff demonstrate a good knowledge and understanding about how children learn and develop. They plan stimulating and exciting activities in all areas of learning and have developed effective planning methods. These take full account of each child's individual learning needs and interests. As a result, children are keen to learn. Key persons observe and assess children and clearly identify children's achievements and their next steps for learning. Parents are encouraged to contribute towards their children's ongoing assessments by discussing the progress their children have made at home with their child's key person. This demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning. Consequently, all children make good progress from when they start at the nursery.

Staff use good teaching skills to extend children's language and communication skills throughout their daily activities and routines. For example, during the inspection, children

enjoyed stories staff read to them and joined in repetitive text of familiar books. Staff promoted children's learning further by asking them useful questions to make them think and extend their vocabulary further. Staff teach children sounds and letters through singing songs and story time. They model vocabulary for younger children, while they encourage older children to recognise the sounds and letters in the alphabet. For example, children are actively engaged and eager to identify sounds and letters and this helps them to make very good progress when they start school. Children who speak English as an additional language receive good support. Staff use a good variety of methods of communication including pictures and visual clues to support children's developing language skills. However, staff have not fully extended the use of children's home languages in the day-to-day life of the nursery. For example by having signs and labels around the room that staff can refer to, to aid communication for every child using their home language.

Children enjoy physical activities both indoors and outdoors, benefiting from the fresh air and exercise. Children use a variety of equipment to practise and extend their physical skills, enabling them to be active, climb and balance. They develop an awareness of space and learn to move their bodies imaginatively as they enjoy music and movement sessions. At the inspection, for example, children thoroughly enjoyed a music session in the gymnasium and were excited when dancing to the Latin American music. Staff enhanced children's dancing session further by actively joining in and providing children with a colourful parachute which they waved in the air as they enjoyed this sensory experience. Staff promote children's creative development well. For example, children enjoy drawing and painting. They use paints, scissors, glue and colourful paper to make interesting artwork. Staff encourage children by joining in and offering lots of praise.

Children enjoy using new skills to solve problems, which helps them make sound progress for their future lives and their move to school. Staff teach children early mathematics particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numbers, count, subtract and to learn basic mathematical language. For example, children sat with staff and discussed the shapes and counted the cups and plates. Staff extended children's thinking further by asking them to name the shapes, sizes and colours of a variety of objects. Children develop a good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use a good range of multicultural resources, including books and maps and celebrate festivals from around the world. This helps children to learn about the similarities and differences between themselves and others. However, although there are some good resources for children to explore communication technology, some of the children's laptops are not in good working order. As a result, children who want to use them spontaneously are not able to do so.

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

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The key-person approach encourages children to form effective relationships and attachments with other children and staff. Consequently, this helps staff to promote

children's well-being and helps each child settle in smoothly. Staff manage children's behaviour very well. They are positive role models and speak to the children and each other calmly and with respect. They explain their expectations and offer meaningful praise and lots of encouragement. Furthermore, staff support children well as they learn to take turns and share equipment. As a result, children behave very well and show a good awareness of responsibility within the nursery. This helps promote children's well-being and prepares them for their future move to school.

Staff promote children's independence skills well. For example, children choose from a wide range of resources and activities available and help to tidy away resources into clearly labelled boxes. Staff teach children the importance of maintaining a good health. They have regular opportunities to visit their local community and parks. This encouragement enables children to enjoy fresh air and exercise as part of a healthy lifestyle. Staff follow consistently good hygiene practices to promote children's well-being. Children are encouraged to independently use the toilet and wash their hands at appropriate times of the day. Staff provide a healthy snack, consisting of fresh fruit or vegetables. Fresh water is always available so children can help themselves whenever they feel thirsty. Mealtimes are a social occasion as children and staff hold good discussions about the types of food that are good for them. Children thoroughly enjoy eating their packed lunches, which consist of appetising healthy meals and snacks that their parents prepare for them.

Children receive good care and attention as staff are effectively deployed in the nursery. The ratio of adults to children is high which means that children's individual needs are well met. Staff are vigilant in promoting children's safety. All children learn about the importance of keeping themselves safe through daily discussions and routines. All children and staff practise regular fire drills to help the children learn about keeping safe in an emergency.

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

Staff promote children's welfare well, because they are knowledgeable about the safeguarding and welfare requirements. They have a clear understanding of their roles and responsibilities in safeguarding and protecting children. Management implements robust recruitment and vetting procedures to appoint staff and have effective policies and procedures in place, which they share with parents. Furthermore, staff carry out robust risk assessments to ensure children are kept safe both in the nursery and when on outings.

Staff have a good idea of each child's progress and plan interest and challenging activities to meet their individual needs. Management and key persons monitor the levels of planning and assessment for each child using robust tracking system. Furthermore, staff complete the required progress checks for two-year-old children and share these with the parents. As a result, these good tracking systems help staff to identify any gaps in children's learning and seek additional support when required.

Management and staff are continually looking for ways to improve the quality of the nursery. They carry out staff supervision sessions and appraisals to identify and monitor their performance and identify any training needs. This ensures that staff are continually updating their knowledge and skills to support good outcomes for children. Management and staff evaluate their practice as a team and agree an action plan that shows how actions are set and met. As a result, they are able to improve standards in order to benefit the children's care, learning and development. Furthermore, management has addressed all actions and recommendations set at the last inspection.

Staff have good relationships with parents and carers, resulting in effective communication and information sharing. Parents' meetings are held regularly to ensure parents receive up-to-date information about their child's progress. In addition, parental feedback is positive and they share their views about the provision through regular discussions with the staff, as well as, completing parent surveys. Parents spoken to on the day of the inspection speak positively about the nursery and comment how their children are happy and all staff are friendly and caring. Staff are aware of the need to work in partnership with any other agencies or other early years settings other than those on site, if the need arises to meet every child's specific needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY363950
<b>Local authority</b>	Enfield
<b>Inspection number</b>	844245
<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>	12
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Koala Childcare Limited
<b>Date of previous inspection</b>	23/06/2010
<b>Telephone number</b>	07943208175

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

