

Little Green Man Nursery

15 Lemna Road, Leytonstone, London, E11 1HX

Inspection date	17/11/2014
Previous inspection date	03/01/2014

The quality and standards of the early years provision	This inspection:	
	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

- The nursery is well led and managed and the staff team works well together to provide children with good-quality learning experiences.
- There are robust recruitment and checking processes, which work well in ensuring staff develop and maintain a secure understanding of their roles.
- Children receive good levels of support because staff implement assessments well i, which enable staff to check and track children's progress.
- Partnerships on all levels are good and contribute well towards supporting children's all round care and learning needs.

It is not yet outstanding because

- Staff do not always respond to children's immediate interests and they do not always use skilled questions to extend children's learning as well as possible.
- Staff do not always take advantage of meal time opportunities to set positive examples of social behaviour to children.
- Contingency plans for staff cover do not always ensure that children have access to a member of staff who is familiar with their needs.

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 activities in all rooms and in the outdoor area.
- The inspector spoke to staff and parents.
- The inspector sampled a range of documents relating to children and staff.
- The inspector held discussions with the manager throughout the inspection.
- The inspector carried out joint observations with the manager.

Inspector

Samantha Smith

Full report

Information about the setting

Little Green Man Nursery started in 1996 and registered with Ofsted in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It is situated in a residential area of Leytonstone, in the London Borough of Waltham Forest. The nursery operates from three floors of two adjoining purpose-converted houses. There is an enclosed area available for outdoor play. The nursery employs 46 members of staff to work with children, all of whom hold recognised early years qualifications. The manager has an Early Years Foundation Degree. The nursery opens all year round, Monday to Friday, from 7am until 7pm. Children attend for a variety of sessions. The nursery provides funded early education for children aged two, three and four years. There are currently 126 children in the early years age group attending. The nursery supports 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 staff's skills in responding to children's interest and ideas and in using skilled questioning techniques to extend children's learning
- use lunch time as an opportunity to develop children's social skills as well as possible by demonstrating good eating habits to children
- improve the contingency plans for staff absence to enable children to be cared for by a familiar adult in the absence of their key person.

Inspection judgements

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

Staff have a good knowledge and understanding of their roles in teaching and supporting children's learning, which they facilitate well. As a result, children are making good progress in their learning and development and are becoming capable and confident learners. Staff throughout the nursery check children's progress through observation and assessments. This allows them to identify and appropriately support children's next stages in learning.

The staff provide interesting, challenging activities that cover all areas of learning effectively. There are a number of opportunities for children to develop mathematical

ideas through activities such as construction toys and puzzles, and as they count in daily activities. Children have access to a wide range of books; they enjoy spending time in the book area on their own as well as listening to stories read by staff. There is a constant flow of conversation as children engage in discussion with each other and staff while they play. However, staff do not always respond as well as possible to children's ideas and they do not always use skilled questioning techniques to extend children's critical thinking skills. Nevertheless, children gain the early literacy and mathematical skills required for their move to school.

Partnerships with parents are good. From the beginning of their child's placement parents are encouraged to share information with their children's key person, who takes special responsibility for them. This knowledge provides staff with a clear baseline assessment of what children already know and can do. In turn, this helps staff to build on the children's prior learning by planning what they need to learn next, which helps them progress well.

Staff use assessment arrangements appropriately to highlight children's achievements and identify future targets. There are good arrangements for completing the progress check for children aged between two and three years. In addition, liaison with other professionals demonstrates the staff commitment to helping children achieve well. Staff have established links with schools. They work well to prepare children for change in nursery room, onto schools, and to other early years provisions.

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

Children are happy, content and well cared for by a caring staff team who show a genuine interest in helping children make progress. The children benefit from and enjoy a stimulating learning environment. The environment is well organised and resourced providing children with ready access to a broad range of resources and activities. These include a range of resources that support children's understanding of technology and how things work, such as computers, torches and various other programmable toys.

Babies receive good levels of care. Their emotional and individual needs are well understood and met by devoted staff. They form secure attachments and trusting relationships with their key person; consequently, they separate well from their main carers and settle down quickly into activities. However, contingency plans do not always ensure appropriate cover arrangements when a child's main carer is absent. Nevertheless, babies demonstrate their secure attachments through positive interactions. They enjoy cuddles and close contact with staff who hold and cradle them, making them feel reassured. Babies enjoy exploring their environment, where there is an interesting range of toys and resources stored at their level, to promote independence. They show a keen interest and satisfy their natural curiosity, enjoying hunting through various interactive toys and the natural resources available. For example, they show much delight as they experience paint texture when they engage in a painting activity.

Children have good opportunities to engage in outdoor activities. Staff set up the outside environment is well to offer children good outdoor play opportunities. Older children enjoy

choosing activities themselves, moving freely between the various areas in each room. They develop their physical skills as they negotiate their way round the large climbing frame in the garden. Staff take positive steps to make sure that each child is fully able to participate in nursery life. For example, staff find out key words in children's home languages to understand what they want and meet these needs.

The nursery staff meet children's health needs well. The children enjoy nutritious and balanced meals. Children's individual dietary needs are well known and the staff provide appropriate alternatives for individual diets to meet the specific needs of each child. However, staff, do not always use lunchtime as a social learning opportunity to model good eating habits to children to set good examples. Younger children have good opportunities to rest and sleep according to their needs as staff follow their individual routines from home. This approach supports continuity of care well for children, which helps them feel safe and secure. Children are emotionally secure and well prepared to change when they leave the nursery.

Staff teach children good hygiene practices. Children learn to wash their hands at appropriate times throughout the day and older children tend to their personal needs as they go to the toilet independently. Behaviour is good partly because children are always busy. They respond well to clear and consistent staff expectations that staff sensitively reinforce. This consistency helps children stay safe and behave well.

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

The nursery is well led and managed. Checking systems are effective in achieving quality and maintaining consistency among the staff team. There is a clear purpose and vision between the management and staff team to provide good care and learning experiences for all children. Consequently, children are well cared for and they make good progress in their learning.

Arrangements for safeguarding and child protection are firmly understood by staff because these form part of the induction process and ongoing training. Hence, staff are secure in their understanding of their roles and the procedures to follow if they have a concern about a child's welfare. Recruitment and vetting systems are rigorous and robust, which helps to ensure that staff are suitable for their roles in working with the children.

Strong partnerships with parents contribute well towards the overall care and learning of children. Parents express their satisfaction with the care provided and the progress that their children make. The nursery has established strong links with other professionals and other early years providers, with whom they attend meetings and regularly share examples of good practice. These liaisons have a positive impact on the improvements made to the quality of the nursery. There are robust checking systems that provide the management team with a clear overview of the nursery's strengths and areas for them to improve.

There are effective systems for staff performance management and professional development. These support staff in gaining further skills and help them keep up to date with childcare practices. Self-evaluation is robust and takes into account the views of parents, staff and other professionals. Clear action plans took account of the areas of improvement identified at the last inspection and managers and staff have worked hard to achieve targets for improvement. This demonstrates the nursery's strong capacity to maintain continuous improvement in the outcomes for children.

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	156214
Local authority	Waltham Forest
Inspection number	987101
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	131
Number of children on roll	126
Name of provider	Janbarree Limited
Date of previous inspection	03/01/2014
Telephone number	020 8539 7228

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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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