

Little Ellies

Ellen Wilkinson Primary School and Children's Centre, Tollgate Road, London, E6 5UP



Inspection date

11 May 2015

Previous inspection date

12 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress and enjoy their learning. They are well prepared for the move to nursery classes or Reception as they go on visits to the linked school.
- The nursery works in close partnership with the children's centre that is on the same site. Children and their parents get help from specialists, such as speech therapists. This helps children who need extra support in communication and language to catch up with others in their age group.
- Staff and parents share information regularly through children's 'learning journals' and take time to talk at the start and end of each day. This ensures there is good continuity from home to nursery in children's eating and sleep routines, particularly for babies.
- Children get deeply absorbed in choosing activities as they play and explore in the safe and well laid out indoor and outdoor environment.
- Staff encourage children to recognise and value their own work in displays, which helps them recall their work and build on their learning.
- Managers have successfully tackled the areas for development identified at the last inspection. The nursery evaluates its work rigorously to identify gaps in children's learning and is working effectively to improve further.

It is not yet outstanding because:

- The outdoor area is not used to its full potential to extend children's development through physically challenging play.
- The nursery does not make the most of opportunities for growing plants or exploration of natural materials to give children first-hand experience of differences in the environment.

What the setting needs to do to improve further

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

- develop the outdoor environment to provide challenging activities and equipment to extend children's physical development and confidence
- give children first-hand experience of growing plants and opportunities to play with a wide range of natural materials indoors and outside to enhance their understanding of the natural world.

Inspection activities

- The inspector observed activities both indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the room leader and a learning walk with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the provider, the manager and room leader.
- The inspector spoke with parents and took into account their written comments to the nursery.
- The inspector sampled documents relating to children's learning and development, including those held on electronic devices, and discussed these with the managers and staff.

Inspector

Christine Davies HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The nursery plans the day well to meet the needs of part-time and full-time children. Parents are excited by the contribution they make to their children's learning through new internet-based learning journals. Staff set up activities, based on children's changing interests, and ensure they access all areas of learning as they get older. Children progress well from their starting points. Staff rightly focus on helping children to make better progress in their weaker areas, such as communication and language. Children listen attentively and join in lively story, song and rhyme sessions. Staff promote children's confidence in speaking, particularly for those who are at an early stage of learning English. For example, they talk as they draw aeroplanes and boats and link their growing ideas together. Babies have their own safe space to crawl safely and are well-supervised as they explore sand and water. Older children skilfully carry their books, toy cars and building bricks outside to continue their imaginative games. Children sometimes dig in compost and grow plants. Exploration of natural materials is not routinely part of children's learning.

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

Children treat each other with kindness, following the good example set by staff. Parents and staff build up purposeful relationships during daily handovers. Parents play a full part in assessing their children's progress, particularly at two years of age. Being on site with the children's centre, enables the nursery and parents to get prompt help from speech therapists, health visitors and family support services when the need arises. Staff make sure that children in their key group can put on their own coats and shoes, and confidently learn to manage their own hygiene routines. At sociable mealtimes, older children serve themselves and talk with staff about eating healthy portions of vegetables, fish and meat. Children make good use of the nursery's outdoor space and occasionally play games on the school field. Children are not always provided with opportunities to further extend and challenge their physical skills.

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

The manager inspires staff and parents with confidence and involves them well as the new interactive tracking system is being implemented to pursue excellence in teaching and learning. Partnerships with the children's centre, school on site and other agencies give strong support to children attending. Staff benefit from professional development opportunities in the school and are highly motivated. Safeguarding requirements, for the safe recruitment, supervision and training of staff are effectively implemented. A nursery development plan is in place, with good focus on closing the gap for groups of children such as two-year-olds identified in most need. Plans in place to enhance children's learning about the natural world and increase the challenge in their physical play are at an early stage of development.

Setting details

Unique reference number	EY456411
Local authority	Newham
Inspection number	1009756
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	27
Name of provider	Ellen Wilkinson Primary School & Children's Centre Governing Body
Date of previous inspection	12 May 2014
Telephone number	02084306290

Little Ellie's Nursery opened in December 2012. It operates from one main room and a fully enclosed outdoor area within the Ellen Wilkinson Primary School and Children's Centre in Becton. The setting is open each week day from 8.00am to 6.00pm, for 50 weeks a year. It is registered on the Early Years Register. There are currently 27 children on roll aged from six months to five years old, some in part-time places. The nursery provides funded early education for children aged two, three and four years. It supports a number of children who speak English as an additional language. The nursery employs 12 members of childcare staff in full- and part-time roles who all hold an appropriate early years qualification. The manager has qualified teacher status.

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