

# Little Nemo Day Nursery

Rock Tower, 49 Tufnell Park Road, London, N7 0PS



## Inspection date

16 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not take prompt action to complete the required progress checks for all children aged between two and three years.
- Staff do not use their observations and assessments well enough, to plan and provide experiences that meet children's differing needs, to help children make good progress.
- The systems for staff supervision are at the early stage. Staff have not completed the professional developmental opportunities identified, to help them improve the overall quality of teaching and learning.
- Staff miss some opportunities to motivate and interact with younger children, to keep them fully engaged and to support their overall development.
- The manager does not make effective use of the setting's self-evaluation, to address weaker areas of practice.

### It has the following strengths

- Staff develop close partnerships with parents. They make them aware of the setting's routines, policies and procedures so they know what to expect. Parents share information about children at the start of their placement.
- Children behave well. They listen, show respect to staff and are aware of other children's space. Staff set clear boundaries to help children learn right from wrong.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure progress checks for all children aged between two and three years are completed and shared with parents/carers	13/04/2018
■ improve the use of information gained from observations and assessments, to provide engaging and challenging activities that meet all children's individual needs and interests.	13/04/2018

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

- increase developmental opportunities and guidance for staff, to continuously enhance their teaching practices
- increase opportunities for staff to interact, motivate and engage younger children to support their overall learning and development
- make more effective use of the self-evaluation process, to continually improve outcomes for children.

## Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager throughout the day.
- The inspector held discussions with staff about their roles, and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector had a tour of the areas of the premises used for childcare purposes.

## Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager's self-evaluation of the setting is accurate, and she is clear about the areas for improvements. However, she does not take prompt action to address these fully. For example, staff do not complete some of the children's assessments promptly, to track their progress and to identify and close gaps in their development rapidly. The manager monitors staff's practice, to help identify their development needs. However, she has not taken action to address these, to enhance staff's teaching skills and improve children's outcomes further. Safeguarding is effective. The manager and staff have a clear knowledge of child protection issues and the procedures to report any concerns about a child's welfare. Thorough recruitment and vetting procedures are in place.

### Quality of teaching, learning and assessment requires improvement

Staff do not observe and assess all children's progress effectively. Therefore, they do not plan well enough to build on what individual children already know and can do. Staff do not consistently interact with younger children to support their learning fully. Nevertheless, they ensure children have access to a wide range of age-appropriate resources and activities, to help them choose and explore freely. Older children show an interest in creative, imaginative and sensory experiences. For example, they use their hands and feet to feel different textured materials, and use a variety of tools to explore with paint. This supports their investigative and physical skills. Older children learn to communicate, as they follow simple instructions appropriately. Younger children learn to grasp and handle toys confidently. For example, they hold a brush to make marks in the sand and they move role-play resources, such as pots, between their hands and pretend to cook and eat.

### Personal development, behaviour and welfare require improvement

Staff do not meet all children's needs and interests effectively. For example, at times, they do not support younger children to form close attachments with them, to keep them happy throughout their time at the setting. Despite this, children learn to do small tasks, such as feeding themselves and putting on their coat independently. Children have regular access to outdoor activities, to support their physical development. For instance, they use the climbing frame and ride bicycles safely. Children dig and scoop mud to explore and to develop their muscles. Staff remind children of the routines so they know what to expect next, and to enable a smooth change between activities, such as lunch and sleep times. Children eat healthy food, keep hydrated, and sleep and rest comfortably between their play.

### Outcomes for children require improvement

The weaknesses in the teaching, learning and assessment do not fully support children to make rapid progress in their development. Despite this, older children are clear about their own likes and dislikes. They form close friendships with other children and learn to share and take turns. Younger children express themselves using body language and emotions. They display physical skills, such as balance, coordination and mobility.

## Setting details

<b>Unique reference number</b>	EY491345
<b>Local authority</b>	Islington
<b>Inspection number</b>	1027282
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Little Nemo Limited
<b>Registered person unique reference number</b>	RP534747
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02076097516

Little Nemo Day Nursery registered in 2015. It is situated in the London Borough of Islington. The setting opens from Monday to Friday from 8am to 6pm throughout most of the year. The setting receives funding to provide free early education for children aged two, three and four years. The setting currently employs six members of staff, including the manager. Of these, five hold early years qualifications at level 3.

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.

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