

The Little School Daycare

Inspection report for early years provision

Unique reference number EY280834
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Little School Daycare nursery and after school club is owned by a private provider. It opened in 2004, and operates from a converted building in Brentford, in the London borough of Hounslow. A maximum of 73 children may attend the nursery, and 25 may attend the after school club at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The after school club is available for children attending Our Lady and St John's School. It operates during term time only, from 3.15pm to 6.00pm. All children have access to a secure enclosed outdoor play area.

There are currently 71 children aged from six months to five years on roll at the nursery, some in part-time places. Currently, 19 children aged up to 11 years attend the after school club. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery supports children who speak English as an additional language.

The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The setting employs 25 staff, of whom, 14 hold appropriate early years qualifications. A further three staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers an inclusive service, in which all children are valued as unique individuals within a safe and clean environment. The effective partnership with parents and carers contributes significantly towards the well-being of the children. The staff's knowledge of the requirements of the Early Years Foundation Stage ensures that children make good progress in their learning and development. The management team and staff are committed to continuously building upon their existing good practice for the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- establish effective links with children's nursery schools to share relevant information for continuity and coherence in their learning
- reorganise mealtimes for the older children, in order to promote their independence.

The effectiveness of leadership and management of the early years provision

The management team and staff effectively safeguard the well-being of the children. All staff have good awareness of child protection matters, including the indicators of abuse and the procedure for reporting concerns. The robust recruitment process ensures that suitability checks are carried out on all adults having unsupervised contact with the children. The effective security measures employed in the nursery ensure that intruders cannot gain access to the children, and children are unable to leave unsupervised. These measures also apply to the after school club facilities. Potential safety hazards are assessed and managed appropriately. All documents and records required for the safe and efficient running of the nursery, and to meet the needs of the children, are in place.

The provider and her managers are enthusiastic about providing high quality childcare for children, and successfully communicate their ambitions to their motivated staff team. Together they reflect on the practice of the nursery and identify areas for development. Currently this includes overhauling the garden to provide a richer learning experience for children. Staff have opportunities to develop their interests and professional skills by attending relevant training courses. Parents feed into the self-evaluation process through completing annual questionnaires. Comments made are addressed appropriately. In addition, the children also have the opportunity to influence change. For example, they were asked to suggest new dishes for the menu in the nursery and the after school club. Recommendations made at the last inspection have been addressed. Younger children now have greater access to natural play materials to develop their senses, and new apparatus has been obtained for the garden to provide greater challenge to older children.

The nursery establishes positive relationships with parents and carers. Forms are completed by parents to ensure their child's key-person has all the details required to provide consistent and appropriate care. In addition, babies' home routines are followed by the nursery to help each one settle successfully. Parents commented at the inspection that they welcome the daily verbal exchange of information between themselves and the staff in order to ensure consistent care is maintained. The nursery's policies are available for parents to consult, along with a variety of other relevant information displayed in the entrance hall. Newsletters are also produced to keep parents and carers informed about developments and future plans. Links between the nursery and nursery school that some children attend on a part-time basis have not been established sufficiently to ensure consistency and coherence in their learning.

The nursery environment is conducive to children's learning. The resources in all the rooms promote progress in each learning area. The 'no shoe' policy in the room used by the youngest children ensures that babies can crawl and play on the floor with no obvious health risk. Staff numbers are high, resulting in children being monitored effectively in order to support their learning and keep them safe. The nursery helps children learn about and respect diversity within society. A range of world faith festivals are acknowledged, including Diwali, Eid and

Christmas. Staff also speak a number of community languages, and consequently are able to support children who have English as an additional language.

The quality and standards of the early years provision and outcomes for children

Children are active and enthusiastic learners and make good progress towards the early learning goals. All staff have good knowledge of how children learn, and the requirements of the Early Years Foundation Stage. Detailed observations are carried out on all the children to gauge their stage of development. Learning priorities are then identified for each child and incorporated into the play plans. Consequently, each child receives enjoyable and challenging learning experiences that are tailored to meet their individual needs. Children develop vital skills for the future, such as numeracy, pre-reading and writing. They also have access to a computer in order to learn the skills required to operate information and communication technology.

Children's health is promoted through physical exercise in the garden. They enjoy crawling through tunnels, balancing on beams and generally running around. Children learn the importance of good personal hygiene as they understand why they need to wash their hands at appropriate times of the day. Healthy and nutritious meals that take account of children's specific dietary needs are cooked on the premises. The kitchen achieved a five star rating as a result of a check by Environmental Health. Hot teas, such as noodles, soup and beans, are favourites at the after school club. The nursery menu includes home-made salmon fish cakes, spaghetti bolognese, fresh fruit and vegetables. Lunch for the older children is served by staff and placed on the dining table appropriately five minutes before the children sit down. Consequently, the food cools down, and the children do not have the opportunity to develop their independence and social skills by helping to serve themselves.

Children develop a sense of security at the nursery, as they learn the routine, and what is expected of them. They receive praise and are often rewarded with stickers for achievements and helping staff. Children also learn how to keep themselves safe. The local 'lollipop man' talks about how to cross roads safely and the regular fire drills help them understand what is expected of them in an emergency. The warm care given by staff enables children to develop good self-esteem and confidence. Young babies are nurtured well. They demonstrate that they feel safe as they give and receive good eye-contact with staff and welcome cuddles.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met