

Little Georges

Inspection report for early years provision

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Inspector	Victoria Vasiliadis

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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*.

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Description of the setting

Little Georges nursery was registered in 2010 and is one of three nurseries owned by a private provider. It operates from a portable building in the grounds of Feltham community college in Feltham, in the London borough of Hounslow. There is a secure garden for outdoor play.

The nursery is open each week day from 7.30am to 5.30pm, all year round, except for bank holidays and one week at Christmas. The nursery is registered to care for no more than 38 children in the early years age range, of whom no more than 12 children may be under 2 years. Currently there are 30 children on roll, all of whom attend a variety of sessions. The nursery is registered on the Early Years register.

The setting employs 10 staff to work directly with the children, of whom eight hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and the systems for observing and assessing children's development are successful. Partnerships with parents, carers and others are effective and children's individual needs are well met. On the whole, the children's safety and health is suitably promoted. Self-evaluation is comprehensive and reflective, which means that the setting is continually searching for ways to improve outcomes for children. The setting offers a stimulating and welcoming environment that reflects the children's backgrounds and wider community.

What steps need to be taken to improve provision further?

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

- Provide time to support children's understanding of how exercise, eating and hygiene promote their good health
- update the record of risk assessment to include any assessments for outings and trips.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as practitioners are clear of their roles and responsibilities in relation to identifying possible indicators of abuse and reporting any concerns. Children are protected from unvetted individuals as robust procedures are in place to ensure that those whose suitability has not been

checked do not have unsupervised access to the children. In addition, the manager/Register Person ensures that there appropriate recruitment procedures are in place. Subsequently, children's welfare is promoted. Practitioners are well deployed to ensure children are appropriately supervised and routines run smoothly. Effective risk assessments are in place and are undertaken periodically to identify and reduce potential hazards. However, the risk assessment record does not include a record of risk assessments for outings and trips.

Although the setting has only been in operation for a short time, the Registered Person/manager has a clear vision and knows where the strengths of the setting lie and where improvements are needed. She is able to identify realistic but challenging steps for improvement and prioritise effectively within the remits of the available resources. The views of parents and carers have been actively sought via parental questionnaires and parents and carers are able to make positive contributions to how they would like the service to be improved. Practitioners are provided with good opportunities to attend various courses offered by the local authority. In addition, they are supported in developing their professional qualifications. As a result, practitioners develop their skills and knowledge which impacts positively on their ability to improve outcomes for children.

The children are helped to feel included and valued as practitioners know the home languages and backgrounds of the children in their care. For example, practitioners talk to parents to find out key words in the child's home language. In addition, large photos of the children at play are displayed around the setting, which contributes to children feeling included. The children are provided with a wide range of good quality equipment, toys and resources which challenges and interests them. They are able to make choices in their play and readily help themselves to toys and equipment from the low-level cupboards.

There are good systems in place to promote partnership working with parents and others. There are informative notice boards in place which provide parents with information about the Early Years Foundation Stage, policies and procedures and details about the practitioners caring for the children. All parents have opportunities to meet with practitioners to discuss their children's achievements and progress. Each child has their own personal passport, which clearly shows how children are making progress towards the early learning goals. Parents are unanimous in their positive feedback about the care and education their children receive within the setting. Necessary information is shared with other professionals for example, the local authority Special Educational Needs Coordinator to support and extend children's learning and well-being within the setting. In addition, the setting completes transitional documents on the children's learning which can be taken to their new setting or nursery school as a means of sharing children's development and achievements.

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

Children are making good progress in their learning and development. This is a result of the effective systems that are in place which identify children's likes, dislikes, interests and abilities. Observation and assessment is clearly linked to planning which is flexible, responding to children's individual interests, their starting points and their capabilities. Children are challenged and encouraged to extend their learning as they actively explore and take delight in playing with the resources available to them. For example, the babies show great pleasure in exploring the different textures and objects within the treasure baskets. Children are investigating how things work as they use programmable toys and many of the more able children competently use the computer and mouse. Children's problem solving and numeracy skills are supported by staff who encourage them to construct models using the different sized wooden bricks and to explore shape and size.

Children and babies feel safe as they have formed positive relationships with staff that are kind, caring and responsive to their needs. Babies develop confidence in exploring their surroundings and enjoy finding out what they can do as the practitioners have made the setting safe. The babies demonstrate through their body language and gestures that they are happy, safe and secure. For example, babies snuggle into practitioners for comfort when they are upset. In addition, the older children are reminded to be careful of the younger children whilst out in the garden.

Children's behaviour is managed in a calm and sensitive manner by practitioners who set clear, reasonable and consistent limits. The children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. Children are supported in developing an understanding and respect of the different cultural backgrounds of their peers and people within the wider world. For example, the setting has begun to acknowledge a selection of festivals, such as Christmas and Chinese New Year. In addition, children have access to resources and visual images that depict different cultures and races within society.

Children's competency in communicating, speaking and listening are developing appropriately. Children are eager to participate in conversations with adults and their peers and are beginning to negotiate and take turns when speaking. For example, children eagerly talk to adults about their families and what they do when away from nursery. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. Children are provided with a good selection of resources that enable them to practice their early mark making skills such as, pencils, crayons and a selection of painting tools. Children also enjoy the opportunity to use the chalk outdoors where they can make marks on the ground.

Children are offered healthy meals and snacks that take account of any dietary requirements or allergies they may have. The children are offered fresh home

cooked foods, such as, spaghetti bolognaise at lunch time and rice cakes and fresh vegetables at snack time. Children have access to a well resourced outdoor area where they can practise their large motor skills. For example, the children ride tricycles, push and pull toys and dig in the sand and mud. However, they have fewer opportunities to understand the significance of exercise, their own personal hygiene and why healthy choices should be made as they conversations do not always take place.

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	2
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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