

# Little People's Nursery

Inspection report for early years provision

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**Unique reference number** 135319  
**Inspection date** 06/12/2011  
**Inspector** Clair Stockings

**Setting address** Wilkinson Scout Hut, Tile Kiln Lane, London, N13 6BY

**Telephone number** 0208 884 0773

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Little People's Nursery was registered in 1995. It operates from a scout hall in Palmers Green, London.

A maximum of 26 children may attend the nursery at any one time, in the early years age group; of these none may be under two years and not more than four may be under three years. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The nursery is open each weekday from 9am to 12 noon and each afternoon from 12.45pm to 3.45pm, during term time only. There are currently 52 children aged from two to four years on roll. The nursery is funded to deliver free early education to children aged three and four years. The nursery supports a number of children who speak English as an additional language. The nursery employs six members of staff, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make reasonable progress in the Early Years Foundation Stage. However, inconsistencies occur in how staff monitor some children's progress and use evaluation to plan activities. The nursery's capacity to maintain continuous improvement, including through self-evaluation is satisfactory. Some worthwhile systems have been implemented to improve outcomes for children. Staff establish sound partnerships with parents and carers and keep them informed about their children's achievements, well-being and development. Apart from one aspect, where there is a breach of requirement, staff make appropriate use of documentation to support their care of the children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice and treatment in the future (Safeguarding and promoting children's welfare). 13/12/2011

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

- develop a systematic and routine approach to using observations to inform

- planning
- review the planning and evaluation of activities to enhance all children's learning experiences
- extend the self-evaluation process to better identify possible priorities for improvement to enhance outcomes for children.

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

Arrangements for safeguarding are sufficiently robust and help keep children appropriately protected. Staff are suitably vetted to work with children and demonstrate an awareness of safeguarding procedures. Visitors to the nursery are required to identify themselves and sign the visitors' record, which further helps protect children. However, written parental permission for the seeking of any necessary emergency medical advice or treatment for children has not been requested. This compromises children's welfare and is a breach of a legal requirement. A range of policies including equality of opportunity and safeguarding are in place and are accessible to parents and staff. The environment in which children are cared for is generally safe and there is a basic risk assessment procedure in place. This means that children are able to move safely and freely around the building.

Staff support children in using an appropriate range of resources which promote their learning and development. They have knowledge of the children's backgrounds, needs and languages. The environment is bright and welcoming to all. Staff suitably encourage children who are learning English as an additional language to extend their vocabulary; this helps to promote equality and diversity. Staff develop some links with other professionals and external agencies involved with the children. This contributes appropriately to supporting children's welfare and learning. Parents have opportunities to contribute to their children's learning, for example by joining the staff and children on outings. Parents speak warmly of the staff, commenting how caring and approachable they are, which assists in developing positive partnerships.

There are some systems in place to assist the managers and staff team to evaluate their practice. Currently, these are not sufficiently extensive to identify strengths and priorities for improvement to enhance outcomes for all children. Overall, the recommendations raised at the previous inspection have been satisfactorily addressed. For example, children enjoy increased opportunities to create and design. This promotes children's progress and development.

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

The nursery provides opportunities for children to explore play and learn in a safe and secure environment. Children are settled into the routines of the nursery. They are calm and generally behave well, demonstrating that they feel safe. Staff

promote children's independence by arranging resources to give them some opportunities to make choices and decisions about their play. In addition, children use both equipment and space safely, whilst supported adequately by staff. Some systems are in place to observe and monitor children's progress. However, staff do not currently use the observations effectively to enhance all children's learning experiences and support their progress. Staff also do not always evaluate activities and use the information to aid planning and enhance children's experiences.

Staff help children develop a satisfactory understanding of healthy lifestyles. Children benefit from fresh air and exercise during outdoor play. A healthy snack which includes fruit and vegetables is provided at snack time. Children have access to fresh drinking water; they help themselves when they are thirsty, showing they are aware of their personal needs. Children are developing an understanding of the importance of personal hygiene as they are learn to wash their hands before eating and after using the toilet.

Children take pleasure in participating in small group singing and story time to develop their language and communication skills. They have appropriate opportunities to write for different purposes and can independently access a range of writing resources. This supports children to develop their early writing skills.

Children develop creativity as they experiment with a range of craft materials and also through playing in the home corner. This provides adequate opportunities for them to use their imagination and independently express their own ideas. They begin to use mathematical language when, supported by staff, they play a matching board game using toy bears. This encourages children to count and match number names to the corresponding symbols. They have satisfactory access to information and communication technology which supports their learning. This contributes to helping them develop appropriate skills for their future lives. Annual outings to the zoo and theme park provide opportunities for the children to find out about the wider world. Children enjoy dressing up and playing with a range of multicultural clothes and dolls. This helps children to learn positive attitudes to diversity and difference. Children play together co-operatively, taking turns and showing a mutual respect for one another. They contribute to the welfare of others, for example, by assisting staff to tidy the toys when requested.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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