

# Precious Tots

Inspection report for early years provision

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**Inspection date** 10/05/2012  
**Inspector** Jill Nugent

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**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*.

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## **Description of the setting**

Precious Tots Nursery re-registered in 2011. It operates from a converted house in Leyton in the London Borough of Waltham Forest. Access to the building is at ground level. Children have the use of five playrooms, including an upstairs room for under-twos and four interconnected downstairs rooms for over-twos. Children share access to a secure outdoor play area. The nursery is open from 8.00am until 6.00pm every weekday throughout the year.

The nursery is registered on the Early Years Register to care for a maximum of 26 children, of whom six may be under two years, at any one time. Currently there are 12 children on roll and six staff employed to work with the children. All staff hold relevant early years qualifications. The nursery supports children who have special educational needs and/or difficulties and those who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery offers a welcoming and inclusive setting where children develop a real sense of belonging. Staff promote children's welfare effectively through their adherence to appropriate health and safety guidelines. Children enjoy a variety of interesting play activities, both indoors and outdoors. Staff are mostly effective in supporting and extending children's individual learning. They liaise closely with parents and actively encourage them to be involved in their children's learning. The nursery maintains a good capacity to improve through effective use of future action plans.

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

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

- review the planning of the educational programme to ensure that it is more focused on children's individual learning needs
- review the organisation of group times to ensure that the learning experience on offer is relevant to the needs of the children taking part.

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

The nursery's documentation is well organised and accessible. There are effective procedures in place to promote the safeguarding of all children in the setting. The manager ensures that all staff are suitable to work with children and undergo rigorous induction training. Regular risk assessments and safety checks are carried

out on the premises and all outings are risk assessed. In this way staff make sure that any potential risks to children are minimised. Staff are vigilant regarding children's safety and supervise them closely at all times. All staff have a good understanding of child protection procedures and know what to do if they have any concerns relating to child protection.

Staff are creative in their arrangement of the playrooms and these offer varied and stimulating learning environments. Children have easy access to a wide range of attractive resources which encourage exploration and investigation across all six areas of learning. The small outdoor area is used well to offer a variety of alternative learning experiences. These are continually changed to maintain children's interest. Staff are attentive to children's individual care needs and follow a set daily routine which prioritises their well-being. They make good use of their time in helping children to follow up their own interests during free-choice play. Children have opportunities during the day to join in organised group activities, although these are not always effective in meeting the learning needs of children in the group resulting in younger children often losing interest.

The nursery has a good working partnership with parents and carers. New parents receive an attractive brochure which contains clear information about the nursery's care provision and educational programme. Numerous colourful displays around the nursery provide information about the play activities on offer and the ensuing learning opportunities for children. Parents are given written information about the planned activities and suggestions as to how they can support their children at home. Staff offer useful feedback to parents in the form of daily diary notes and termly progress reports. The nursery has established links with other professionals so that they are able to work in partnership with others, when necessary, to ensure continuity of care for individual children.

The manager motivates staff successfully through her hands-on approach and her commitment to providing high quality care for children. Since taking over the nursery she has led staff enthusiastically, refreshing the learning environment and developing close links with parents. Staff work well together as a team and are able to access training to further their own professional development. The manager encourages staff to reflect on their practice through self-evaluation in discussion, to highlight areas for further development. Parents' and children's views are also taken into account. Staff set relevant targets for the future, for example, introducing systems to track children's learning more closely. The manager ensures these points are actioned as intended by creating action plans and monitoring staff's progress.

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

Children develop close relationships with other children and adults. They play harmoniously alongside each other. They are extremely well behaved and attentive to staff. They have a wide choice of resources and activities from which to choose. In particular they enjoy the freedom to move between the indoors and outdoors

for most of the day. Children are encouraged to help with routine tasks, such as setting tables for lunch. Staff encourage them to be independent and to respect the needs of others. They often become absorbed in their exploration, for instance, when playing with water outdoors. There are good opportunities for them to explore creatively using different tools and materials. Children learn about their differing backgrounds when taking part in activities based on the topic 'me'. They find out about diversity in a wider world when using books and toys that reflect different cultures and abilities.

Staff offer good support to children, enabling them to learn through their play. Children benefit from staff's interaction in their play as it enhances their enjoyment and encourages conversation. Staff enthuse children to be active learners and often introduce different resources, showing children how things work and asking questions that encourage them to think. Children acquire new skills when taking part in investigative activities, such as pancake making. They have good opportunities to learn about their local environment, for example, looking at plants and transport on an organised walk. Staff plan learning experiences using different themes, taking account of their observations of children's stages of development. However, the adult-led activities tend to be planned around the needs of older children and consequently do not always meet the needs of younger children, resulting in these children lacking a variety of focused learning opportunities.

Children feel safe and secure in the setting. There are various safety measures in place which promote a sense of security. Young children feel emotionally secure as staff often give them individual attention, especially if unsettled. Staff talk with children about keeping themselves safe in different situations. Children are encouraged to adopt healthy lifestyles. Staff are attentive to good hygiene and promote an awareness of good hygiene practice. Children are able to play outdoors at various times of the day and enjoy the opportunity for physical exercise, for example, taking turns on the slide or trikes. They rest according to their needs so that they do not become overtired. The nursery cook provides an interesting range of healthy meals, cooked with fresh ingredients and using different cultural foods. Children enjoy the social aspect of mealtimes, sitting together with staff who enhance their experience as they eat together in a group.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	2

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