

Little People's Nursery

Wilkinson Scout Hut, Tile Kiln Lane, London, N13 6BY

Inspection date	04/07/2013
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The 'key person' system is well established. Staff know the children in their care well and meet their needs effectively.
- Good planning and assessment systems are in place, which helps staff plan relevant future learning experiences for children, so all progress well.
- Staff support children's learning well. They follow children's interests and develop their understanding through appropriate discussion.
- There are effective systems that help keep children safe from harm, and children play in a safe environment.

It is not yet outstanding because

- Staff do not always gather comprehensive information on entry about children's current skills in relation to the early learning goals, in order to help them plan activities that are sharply focused for each child when they first join the nursery.
- Children have fewer opportunities to develop their literacy skills in the outdoor area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities both inside and outside.
- The inspector spoke to the managers and staff.
- The inspector also took into account the views of parents who were spoken to on the day.
- The inspector examined documentation including a sample of children's development records, assessment documentation and staff suitability records.
- The inspector and manager undertook a joint observation of a teaching activity.

Inspector

Jackie Scotney

Full Report

Information about the setting

Little People's Nursery first opened in 1995 and registered with Ofsted in 2001. It is privately owned and operates from a scout hall in Palmers Green, in the London Borough of Enfield. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 9am to 12noon and each afternoon from 12.45pm to 3.45pm, during term time only. There are currently 55 children aged from two years to four years on roll in the early years age group. The nursery is funded to deliver free early education to some children aged two year, and all children aged three and four years. It supports a number of children who speak English as an additional language. The nursery employs six members of staff, four of whom hold appropriate early years qualifications at Level 3. The remaining two members of staff are working towards a Level 2 qualification.

What the setting needs to do to improve further

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

- routinely provide resources outdoors that promote children's growing literacy skills, for example, picture and reference books, as well a range of writing materials, in order to encourage children who learn outdoors best to take an interest reading and writing.
- expand on the good information gathered from parents about children's developmental starting points to help key people gain a comprehensive picture of children's prior learning in order to plan for their future learning as well as possible

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff create a calm and purposeful environment, both indoors and out. This has clearly defined areas for activities and suitable resources that cover all areas of learning well overall. Staff plan appropriate educational programmes that cater for children's learning needs while providing flexibility to follow children's interests as they occur. As a result, children are engaged and happy in the nursery environment.

Children are ably supported in their learning by staff, who have a good understanding of how children learn. During discussions, staff thoughtfully question children to encourage them to think about what they do. This helps consolidate prior learning. Useful information

is gathered from parents about children's individual needs on entry, for example, about their likes and dislikes, along with any key words that will help them settle if they are learning English as an additional language. However, there are missed opportunities to gather comprehensive information regarding children's abilities and skills across all areas of development, which would help staff plan sharply focused learning opportunities when the children first join. Nevertheless, from the moment children have started the nursery, children's 'key people' keep detailed records of observations and assessments that help them identify and plan for children's future learning needs effectively. 'Key people' liaise with parents of children who require targeted support in certain areas, for example, with speech and language development. This enables staff to plan appropriate intervention and helps children to make suitable progress.

Through regular tracking in children's progress records, there is clear evidence that children make good progress throughout their time in the nursery given their starting points. Staff know the children well. They are aware of any specific needs or areas that children require additional support in and plan their learning accordingly. Staff work closely with parents of children who are learning English as an additional language to help them transfer into the nursery and to develop their language skills. Staff communicate effectively with children learning English as an additional language. They allow children time to answer and use gestures to help children understand. Staff complete annual reports on children's progress, which are shared with parents. In addition, parents receive a photographic record of their children's achievements. Although the staff have not had the need to complete a progress check for children aged between two and three years, they have an appropriate template in place to use for this purpose.

Overall, children's learning across all areas is appropriately planned for both in the indoor and outdoor environment. A good balance of self-chosen and adult-led activities is provided. The latter enables 'key people' to target specific areas of learning for individuals. For example, children's understanding of number was consolidated when working in a small group where children matched quantity to numerals up to 10. Children enjoy participating in singing nursery rhymes, confidently singing the words and completing rhyming patterns. Through singing the alphabet song, children show a growing awareness of letters. Children are encouraged to use their growing understanding of the printed word. For example, while independently self-registering by finding their full name and sticking it onto the registration board. In the outdoor area, however, staff provide fewer chances for children to practise their early literacy skills, owing to a lack of resources there. Children may choose to take such materials outside, but do not always do so. This oversight does not fully support those children who learn best in outdoor environments.

Children progress well in their physical development. They make full use of a wide range of wheeled vehicles and climbing apparatus to gain good coordination skills. Additionally, they are confident while kicking, bouncing and catching balls. Staff expertly pick up on spontaneous chances to learn through outdoor activities, for example, children are encouraged to count their catches, which they do well. Staff make their expectations clear to all children, including those learning English as an additional language. They patiently provide explanations, speaking clearly. This helps children's personal, social and emotional development, so they settle quickly, and play happily together. Children also demonstrate an understanding of the need to share and work well together to achieve their goal.

Children's knowledge of the world around them is supported through staff following children's interest of the natural world. Children eagerly investigate a butterfly found resting outside. Staff encourage children to remember their previous work about butterflies. Children use words, such as 'cocoons' and 'antennae' independently, showing their widening vocabularies. Experiences, such as the recent topic on 'Festivals' provide children with good opportunities to learn about and respect other's backgrounds.

The contribution of the early years provision to the well-being of children

Effective routines are in place to help keep children safe. Staff have efficient procedures that help children make a safe entry into the nursery. They keep a double register system and record entrance and exit times. Children are aware of the nursery rules and staff encourage them to consider why these are in place. For example, children discuss with their 'key person' the safe use of a see-saw. They learn why some activities are limited to a certain amount of children at a time.

The 'key person' system is particularly effective in meeting the needs of the children who attend the nursery. The same 'key person' is usually maintained throughout a child's time at the nursery. This allows the 'key person' to build appropriate relationships with parents and helps children form secure attachments. Children are confident and happy while engaging with their 'key person' as well as with the other adults in the setting.

The layout of the environment both indoors and out facilitates children's independent choice. Resources are housed in child-height storage units, with photographs and labels to help children identify the resources. Children are encouraged to carry out activities for themselves. They follow the routines of the nursery well, for example, they organise themselves while preparing for the morning circle time. Children demonstrate a good ability to carry out their own self-care. They independently wash their hands following a messy play activity. Additionally, children confidently pour themselves water from a jug when they are thirsty. Through the provision of a variety of fruit at snack time, children are encouraged to make healthy choices, which they do well.

Older children are prepared for their move to school through the adoption of many similar routines. For example, children are reminded about the importance of remaining quiet during morning registration. Additionally, staff encourage children to become more independent while visiting the toilet.

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

The management team has a good understanding of the Early Years Foundation Stage. The team implements effective systems to aid the smooth running of the nursery. These are well known by staff and are adhered to consistently. Since the previous inspection, a consistent approach to planning and observation has been implemented. The

management closely monitor the staff observations, assessment and planning. This provides them with a clear overview of the children in their care and helps them to consistently lead practice to improve experiences for children.

Safeguarding systems in place are effective and help provide children with a safe environment in which to play. Staff demonstrate a good knowledge of child protection issues. They know the signs to look out for and procedures to follow should they have any concerns about the children in their care. Suitable checks are carried out on staff, including criminal record checks. These are renewed at intervals and records of checks, along with staff qualifications and training, are well organised. Staff make good use of daily check lists in addition to the risk assessments in place. The daily check lists record the inspections of areas that children use, and staff address any issues as they arise.

There is clear evidence that the staff evaluate their practice. With the help of the local authority early years advisor, they have identified areas that they wish to develop. They are able to show examples of how they are progressing towards these areas, such as through gathering a range of natural resources to enhance children's learning. There are suitable systems in place for performance management and supervision. Staff have frequent opportunities to speak to the managers regarding any issues that they may have, and to attend regular training. The managers are committed to supporting staff in gaining additional qualifications. Close links with the local authority help drive improvement and provide staff with up-to-date information on current practice.

Children's learning and care are supported by the effective partnerships that staff have with not only parents, but with external agencies, such as speech and language therapists who staff work with when necessary. The nursery special educational needs coordinator monitors children's needs carefully and is aware of who to contact, to seek advice or additional support when necessary. Additionally, close links to the local primary school help children in their move to school. School staff visit the nursery to meet the children. The nursery provides schools with necessary information about children's achievements, which aids the children's move to school. Parents are very happy with the care and education that their children receive at the nursery. They speak highly of the staff's willingness to meet their children's learning needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	135319
Local authority	Enfield
Inspection number	813842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	55
Name of provider	Georginia Jones & Karen Arden Partnership
Date of previous inspection	06/12/2011
Telephone number	0208 884 0773

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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