

Little Learners Day Nursery

c/o Haling Manor High School, Kendra Hall Road, South Croydon, Surrey, CR2 6DT

Inspection date	20/01/2014
Previous inspection date	12/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have positive relationships with staff and are happy and settled in the nursery.
- Staff plan and provide a wide range of activities and experiences that children enjoy and which enable them to make good progress.
- Staff work closely with parents and keep them well informed.
- Children with special educational needs and/or disabilities are supported well.

It is not yet good because

- Some aspects of some of the staff team's understanding of child protection are not yet secure.
- Some of the resources in nursery are not well organised and some equipment in the outdoor area is not always kept in a clean and well-maintained condition.
- Effective systems for evaluation and monitoring of the nursery are not fully in place.

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 children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, risk assessments and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Little Learners Day Nursery was registered in 2002. It is one of three privately owned nurseries. The nursery operates from a single storey building within the grounds of Harris Academy in the Borough of Croydon. Children have use of three playrooms and there is a secure outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 51 children on roll, who are all in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four years old. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are six staff who work with children at the nursery. The manager has a relevant level 4 qualification. There are four members of staff who have qualifications at level 3 and one who has a relevant level 2 qualification. A cook and an administrator are also employed.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff are consistently able to identify signs of possible abuse or neglect so they are able to respond promptly to any concerns.

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

- review the organisation of resources in the preschool room and outdoor area to ensure the best use of space in the preschool and that outdoor equipment is kept clean and well maintained
- extend systems for self-evaluation and review of the nursery as part of the cycle of continuous improvement and development in improving outcomes for children.

Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information about each child's background, starting points and needs to ensure they provide all the support they require. For instance, they ask parents to fill out comprehensive registration forms during settling in visits, including details of their child's current progress and development. Staff

make regular observations of children's achievements and use these appropriately to plan activities that build on children's interests and skills. They adapt activities effectively to support children with additional needs, for instance making sure their favourite activities are available or providing extra support where required. As a result, children make good progress from their starting points and in their learning overall. Staff talk to parents to give feedback every day. They also provide a weekly email update and invite parents to meetings twice a year. Staff share children's 'next steps' sheets with parents every three months and include suggestions for activities to continue at home. This ensures parents are involved in their child's learning.

Staff plan and provide a varied range of activities for children based on their interests and needs. They teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's early language and communication skills effectively when they sing songs with younger children and talk to all children as they play, encouraging conversations. Older children listen attentively to stories. Staff successfully engage children's interest when asking questions and encourage children to talk about the story. However, the book area is not always well organised to create a quiet cosy space that encourages children to share books independently. Staff support children who speak English as an additional language appropriately. They find out key words from home and incorporate children's home languages into the nursery, for instance through signs and labels around the room.

Staff teach younger children to understand number, size and capacity as they fill containers with pasta, counting out the pasta shapes with them and introducing words such as 'empty' and 'full'. They support older children when they ask for spoons and cups to extend their play with the rice in the big tray, giving them time to experiment with them for themselves. Younger children enjoy getting messy with paint and staff encourage them to explore the materials with their hands, giving lots of praise. Older children use their imaginations when they play together in the play house, packing their suitcase and beginning a long journey. Staff provide opportunities for children to find out about the world around them when they grow plants or explore the outdoor environment. Children benefit from a well-balanced routine and are well-occupied throughout the day.

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

Children settle quickly in the nursery and make good relationships with staff and each other. Staff are careful to follow young children's home routines when they start, which helps them feel secure and supports their emotional and physical well-being. Staff have a caring approach, providing consistent support and guidance that helps children learn to behave well. They use appropriate strategies for managing children's behaviour such as positive reinforcement and praise. They remind children to share and take turns and encourage them to be kind to each other. Children are familiar with the routines and expectations of the setting. They play well together and sit quietly on the carpet at circle time.

The nursery is welcoming and staff make daily checks of the playrooms and outdoor area

to ensure children can play safely. Staff help children gain an understanding of risks and how to keep themselves safe when they talk to them about road safety and children remember that when they cross the road they must hold hands. Children take part in regular fire drills so that everyone knows what to do in an emergency. There are lots of resources available for children and many are organised so children can select things for themselves, which promotes their independence and builds their confidence well. However, some aspects of the indoor environment are not organised fully effectively and the outdoor play space and equipment is not always well maintained and clean. For instance, some outdoor resources are very weather beaten and soiled. Dirty sawdust from the rabbit hutches is not always cleared away promptly out of children's reach and bags of swept up leaves are not always removed. Nevertheless, the outdoor area is well equipped and provides interesting opportunities for children to explore the natural world as well as take part in activities such as construction on a large scale. Children enjoy playing outside in the fresh air, practising their physical skills when they have a race in sit-and-ride vehicles or climb and slide on the large play apparatus.

Staff promote children's good health appropriately. They follow careful procedures for changing nappies, such as wearing aprons and gloves, which helps minimise the risk of cross-contamination. Children learn to manage their own personal needs when they wash their hands before they eat. Children benefit from well balanced nutritious meals and snacks that are freshly prepared on the premises. Older children gain useful self-care skills as they serve themselves a potato and tomato bake at lunch time and spoon out some raisins when they are ready for a mid-morning snack. Children help themselves to water to drink when they are thirsty.

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

Effective systems are in place for recruiting staff and making sure they are suitable to work with children and have relevant qualifications. Staff have access to regular in-house training as well as local courses to develop their knowledge and skills. Managers monitor staff performance appropriately through supervision and appraisal and take steps to address any issues arising promptly. There is a comprehensive safeguarding policy and procedure, including procedures for allegations against staff and whistle-blowing. Managers take appropriate action in relation to any concerns, including liaising with the local authority and notifying Ofsted where necessary. Staff usually either attend a local safeguarding course or complete online training and managers follow this up with a quiz during a staff meeting. Staff know what to do if they have concerns about a child or about a colleague's practice. However, their understanding of some aspects of child protection is inconsistent. For instance, some staff lack confidence in identifying possible signs of abuse and neglect. This is a legal requirement of the Early Years Foundation Stage Framework.

The management team shows a commitment to offering a good quality provision and improving outcomes for children. For instance, since the last inspection it has improved their systems for observation and assessment. Staff show a good understanding of the learning and development requirements and now monitor children's progress towards the

early learning goals more closely. There are some systems in place to review and evaluate the quality and effectiveness of the provision, such as for activities and planning. Staff ask parents for their views on some aspects of the service through annual questionnaires. They value the suggestions that come from these, for instance for new activities such as French lessons. However, the managers are still developing an effective self-evaluation process that fully includes the views of staff as well as parents in order to ensure they quickly identify and address all areas for improvement.

Staff have good relationships with parents. Parents comment on the friendly, helpful staff team. They are pleased with the information they receive on a day to day basis and say that their children are happy and doing well at the nursery. Parents have access to a variety of information about the nursery including policies and procedures. Staff also work closely with other agencies and professionals where appropriate, for example if children have special educational needs and/or a disability. This ensures that children with benefit from a well-planned, consistent approach to their learning and care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY222364
Local authority	Croydon
Inspection number	948183
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	51
Name of provider	Joanna Louise Bennett
Date of previous inspection	12/12/2011
Telephone number	020 8649 7745

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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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