

Little Learners (In The Park)

Inspection report for early years provision

Unique reference number 138209
Inspection date 26/07/2011
Inspector Christopher MacKinnon

Setting address Durnsford Pavilion, Durnsford Recreation Ground,
Wellington Road, Wimbledon, London, SW19 8EY
Telephone number 07749 899976
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Learners opened in 2000 and operates within a converted sports pavilion at Durnsford Recreation Ground, in the London Borough of Merton. Children have access to an enclosed outdoor play area, and also have activities in the adjacent park. The nursery is open each weekday from 9.00am to 3.00pm. Wrap around care is also provided, commencing at 8:00am, and is available for children who attend nearby Wimbledon Park Primary School.

The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children aged between two and eight years may attend, with no more than 30 in the early years age group. The setting currently has 68 children on roll, and all are in early years age group. The setting is able to support children with educational needs and/or disabilities, and children who speak English as an additional language. The setting receives nursery education funding for children aged three to four years. There is a staff team of 11 and nearly all have level three early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery's is highly consistent in its organisation, with well trained staff successfully promoting individual children's development. Children have access to a rich and stimulating play environment, and an excellent range of well planned activities. The high quality of staff teaching and ongoing promotion of the six areas of learning ensure children make excellent progress and achieve well. Staff also work in a highly effective way in their partnerships with parents and other carers, and are fully committed to self-evaluation and the promotion of improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider the further development of play and learning activities that support children's knowledge and understanding of the world

The effectiveness of leadership and management of the early years provision

The nursery setting is a long established pre-school provision, with highly experienced senior staff that provide confident and consistent management. A high level of staff training and expertise also ensures the successful day-to-day organisation of the setting, and presentation of a highly effective play and learning

programme for children. Safeguarding is strongly and successfully supported within the provision. Staff follow clearly organised safety procedures, and are fully aware of child protection policy and practice. Well organised and vigilant security arrangements are also in place, to ensure children are kept safe and risks reduced.

Since the last inspection, the setting has successfully worked with the local early years advisory team to make a wide range of improvements. Particularly to the quality of the children's play activities and the successful promotion of learning. A range of ongoing initiatives are currently being followed, relating to further staff training and continued engagement with parents. Staff have produced a clear and effective self-evaluation document, which they use in conjunction with their practice meetings, to successfully promote improvement with the setting. Some further development has been identified by staff, particularly within some aspects of the six areas of learning. And therefore, the widening of children's knowledge and understanding of the world; is an area where improvement may be considered.

Resources are highly effectively deployed within the nursery, and the quality of the indoor and outdoor play environment is excellent. Children are presented with a bright, colourful and richly stimulating range of play areas; with particularly strong visual learning elements. For example, an excellent 'how we grow up' featured display effectively supports the nursery's current learning theme. Children also benefit greatly from a wide and plentiful choice of play resources that successfully promotes their creative thinking and enables highly productive child led play. For example, children are confident with puzzles, assembly sets and enjoy using a wide range of tools and materials. They also show a high level of interest and skill using computers, and greatly enjoy adapting and using resources during role play and staff assisted group activities.

The nursery is particularly consistent and fully committed to the promotion of inclusion, and support for individual children's development. Staff demonstrate an excellent knowledge of their key group children, and take care to promote their development. For example, individual children have planned focused learning activities each week. Staff also help individual children and promote their learning by the use of frequent one-to-one play opportunities. The setting also works successfully to reflect diversity, and has a strong multi-cultural ethos. Staff take care to be supportive of children with a range of languages and cultural backgrounds. Diversity is positively promoted within the play environment, and the nursery has a wide range of festivals included throughout the yearly play programme.

The nursery's partnerships with other settings is another highly consistent aspect, and is well maintained and supported. Staff have close links to the nearby junior school, and wrap around care is provided for enrolled children; before and after school. The close relationship to the school also ensure positive support is provided for the children who move up, as they get older. The nursery's involvement with parents is also highly successful and well promoted. Parents speak favourably about their confidence in the setting, and how the nursery is a consistent care provider, and supportive of families. Parents benefit from regular contact with their child's key person, and have well organised information, including guidance on the

play themes. Parents also have access to a scrolling photographic display; where they can see how children engage in their activities. This helps to promote parental involvement and awareness of the early years curriculum.

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

The nursery's promotion of children's enjoying and achieving is excellent. Children have highly organised and consistently planned activities that successfully explore play themes, such as harvest festival and 'all about me'. Children's key workers also produce detailed weekly plans that help children to explore all of the six areas of learning. Children's individual 'next-steps' are particularly well featured, and are a highly successful element of the planned learning. They are consistently well identified, and their use has a high impact on the promotion of individual children's progress. The nursery has an excellent assessment system. Each child is closely monitored by their key worker, who observes their day-to-day activities. Highly detailed and well prepared assessment records are also used to chart children's progress through the prescribed early years attainment goals.

A significantly strong aspect of the provision is the extremely successful nature of staff skills with teaching; and extending children's learning. Staff show a high level of confidence and an excellent awareness of the need to encourage child led exploration; as well as providing consistent support for their learning. For example, children's creative thinking is highly effectively promoted through the use of well timed questions, during supported role play. Children's awareness of numbers and confidence with speech is also consistently encouraged by staff during close interactions and frequent one-to-one learning.

Children's health is consistently promoted and learning about healthy eating features prominently in the play programme. For example, children learn how bread is made and how cooking changes food. A well organised rolling snack is provided where children learn to share food and help each other, and staff are attentive in their use of prompts to encourage hand washing. Children are successfully encouraged to engage in a wide range of active games and play that promotes physical development. Opportunities for developing skills with balance and hand-and-eye coordination are effectively included. And children show an excellent ability with manipulating play materials and using a wide range tools; including technology items.

Children are successfully helped to feel safe within the nursery. Staff offer close care and support, particularly to new children and those who are settling. A well organised set of safety procedures and detailed risk assessments are also in place to ensure all aspects of the children's activities have a full safety appraisal. A highly organised and notable feature of the nursery is the care that is taken to provide children with opportunities to feel included, and to make a positive contribution to the setting. The promotion of children's personal and social development, is given high priority by staff, who recognise its importance for successful learning. Children have frequent reminders and staff make excellent use of visual displays to

promote positive behaviour. Children share resources and join in well with others. Excellent use is also made of group circle times to establish sharing and co-operation. And children enjoy elimination games, where turn taking and listening skills are encouraged.

The promotion of children's skills for future learning is excellent and highly consistent; and flows from the high quality of the teaching and activities provided. For communication, language and literacy, children have frequent and consistent access to books. Children love to look and follow stories with staff. For example, they gather in a group and become absorbed in the events in a story about a crab that loses his shell. Children's problem solving and numeracy is well included in many of the activities, particularly on the computer; with programmes involving shapes and sequences. Children learn about numbers during assembly and construction activities, and also explore counting during games with staff in the outdoor play area. A lot of excellent child led role play and dressing-up is provided, to encourage children's creative development. For example, children go on role play journeys, and take soft animal toys with them as play pets. Children's knowledge and awareness of the world is also successfully included. Children learn about transport and travel during play with roadways and 'airports'. And during bread making, staff talk with the children about where food comes from, and foods that grow.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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