

Little Buds Day Nursery

Inspection report for early years provision

Unique reference number EY366810
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Inspector Tom Radcliffe

Setting address Huddleston Centre, 30 Powell Road, LONDON, E5 8DJ

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Little Buds Day Nursery is run by an individual. It opened in 2007 and operates from a large hall and two smaller rooms in a purpose built building. It is situated in a residential area in Clapton in the London borough of Hackney. A maximum of 20 children may attend the nursery at anytime. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 25 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language. The nursery employs six members of staff; all hold appropriate early years qualifications and all are working towards a higher qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting has a very good understanding of all children as individuals which results in their welfare and learning needs being given good attention. Children play and learn in a well organised and child-friendly setting and can freely access a range of enjoyable and challenging learning opportunities. The setting has an outstanding partnership with parents which helps the nursery to ensure that all children make outstanding progress given their age, ability and starting points. The setting uses wide ranging and effective processes of self-evaluation from which it gains an understanding of its strengths and weaknesses which brings about continuous improvements.

What steps need to be taken to improve provision further?

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

- continue to develop educational programmes to enable all children to progress towards early learning goals.

The leadership and management of the early years provision

The setting has in place all required policies and procedures which means that it is managed safely, very efficiently and in the interests of all its users. All staff in the setting are experienced and well qualified and show a good understanding of relevant working procedures. This results in children being very well safeguarded as they thrive in a stimulating and well managed environment. Regular and effective risk assessments take place to ensure that children do not face unnecessary hazards as they play. This linked with very good levels of caring supervision enhances children's safety and promotes their development in a very

positive way. Staff respond skilfully to the needs of children which allows children to explore as individuals, work in groups or play outdoors. Children's interests are followed well by staff who demonstrate very positive attitudes to children. Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injuries. Children are given a good understanding of their own personal hygiene, safety and healthy life choices as they play, have snacks and learn about themselves.

The provider has a good understanding of the setting's strengths and weaknesses which has been derived from regular self-evaluation and target setting. The nursery has made improvements since the last inspection and has clear targets for the future, for example, enhancing the outdoor play area. The provider takes great care to respond to feed back provided by parents and also includes the opinions of staff when making decisions about the setting. This has had a very beneficial effect on the setting as staff have undertaken training and are effectively delivering the Early Years Foundation Stage (EYFS).

The setting has an outstanding partnership with parents and carers. Parents value the links that they have with the nursery staff which allows them to have a very clear understanding of the progress that is being made by their children. The setting shares learning intentions for each child with parents and ensures that they have a good understanding of the nursery's work, for example, how it arranges the delivery of the EYFS. Parents are very actively involved in the activities that the children undertake and are regular visitors to the setting. Parents contribute to the work of the nursery which helps to ensure that children achieve very positive outcomes.

The quality and standards of the early years provision

All children make very good progress in the setting and enjoy the support of staff who have an excellent understanding of their individual needs and who promote their independence very well. Children's starting points are very accurately established by the setting and staff use careful observations to evaluate the progress that children are making and so plan appropriate next steps in learning. A strength of the setting is its ability to respond to choices made by the children. This ensures that children are very well supported as they play freely alone, work in small groups or undertake focussed activities with adults. The setting makes very good use of visiting staff who provide children with a good range of interesting and enjoyable activities, for example, dance and football skills. Children respond very well to the learning opportunities that are presented to them as they share books, use scissors and learn about numbers and letter sounds. The very good relationships between adults and children ensure that children stay on task for appropriate amounts of time as staff offer suggestions, give advice and enhance the children's understanding and learning. The setting makes very good use of planning strategies to ensure that children can access activities that are age and developmentally appropriate. The atmosphere in the setting is very harmonious as children settle quickly as they arrive becoming engaged in activities and having conversations with other children and adults. Staff are very positive role models in the setting and manage behaviour very effectively and

unobtrusively. As a result children show very positive attitudes to each other as the older children help younger ones and all children share and take turns as they play. Children enjoy their time in the setting which is attractive and stimulating and thrive when given choices. All staff deliver the EYFS appropriately and their practice is committed to children achieving good outcomes. The provider intends to ensure that the setting develops effective educational programmes to enable children to continue to make progress towards early learning goals.

Children are able to make very good progress in all areas of learning as the setting tracks each child to ensure that they access a broad range of learning opportunities. The setting revolves around the needs of children and uses its available space and resources very well. Children enjoy using outdoor play areas even in poor weather and are very well supported by staff who show that they are committed to working with children. Children's language skills are developed very well in the setting as children take part in numerous conversations and are confident when explaining things to adults or answering well crafted questions. Children also show an interest in books and writing as they share books with adults, learn about letters and become used to using labels and providing information to be displayed in the play areas. The setting ensures that all children have access to meaningful activities, for example, children with special needs use sign language and the setting works closely with the support of local authority advisors. Children enjoy messy play, role play equipment and musical activities. In addition children's understanding of number is enhanced through practical activities and games. They can also access computers and everyday technology. All children enjoy taking part in activities that enhance their physical skills and the setting arranges very good visits within its community to offer the children useful additional experiences. All children make progress including those with special needs or those who use English as an additional language.

The welfare of the children is promoted very well by the setting. Children are safe, secure, safeguarded and involved in outstanding learning opportunities. As a result children demonstrate independence and confidence and learn about their own health and safety.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.