

Learning Ladder Early Years

Ground Floor, Falkner Court, Francis Chichester Way, LONDON, SW11 5HX

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| Inspection date | 19/08/2013 |
| Previous inspection date | Not Applicable |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | Not Applicable |
| 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

- Staff are good role models who encourage children to play and socialise together positively. As a result, children are very well behaved.
- Staff have positive relationships with parents and encourage them to become involved in their children's learning. This enhances continuity in children's learning and care.
- Management have good systems in place for monitoring staff and secure opportunities for staff to develop their skills and knowledge.
- Children enjoy playing in the exciting outdoor areas, which provide them with a good variety of learning experiences.

It is not yet outstanding because

- Staff do not take all opportunities to motivate children's early writing skills or consistently encourage children's thinking during discussions and activities.
- Although management currently takes all reasonable steps to safeguard children, they did not inform Ofsted of an allegation against a member of staff in the required timescale. However, this did not have an impact on the safety of children.

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.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector took account of views of parents spoken to during the inspection.
- The inspector looked at a sample policies and safety records.
- Full Report

Inspector

Linda du Preez

Full Report

Information about the setting

Learning Ladder Early Years registered in 2011. It is managed by a voluntary committee known as Doddington & Rollo Childrens Centre and runs alongside Learning Ladder First Steps, which is located nearby. It operates from a purpose-designed building, which provides ten play rooms, two dining rooms, kitchen, office and toilets and a staff training room. There is an enclosed outside play area. The nursery is situated in Battersea, in the London Borough of Wandsworth, and serves the local area. It is registered on the Early Years Register. There are currently 30 children on roll age two and five years. The nursery is open every weekday from 7.30am to 6pm all year round. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and one at level 2. Staff work across the nursery and the linked provision for children from birth to two years. The nursery provides funded early education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- support children's curiosity further by ensuring that staff consistently take opportunities to ask them open-ended questions to support their thinking throughout discussions

- develop further opportunities for children to experiment with writing across the nursery, in order to promote their early literacy skills further.

- support children's curiosity further by ensuring that staff consistently take opportunities to ask them open-ended questions to support their thinking throughout discussions

Inspection judgements

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

Children make good progress as staff have a clear understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Staff find out about children's stages in development when they first start at the nursery, through excellent settling in procedures and working closely with parents to find out about

children's capabilities and achievements. They use effective observations and assessment systems to keep a clear picture of children's progress and plan for each child individually to help them progress across the areas of learning. Parents are encouraged to contribute towards their children's ongoing assessments by sharing information about their experiences at home and discussing their progress with their child's key person. This demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning.

Staff encourage children as they play by joining in and offering lots of praise and encouragement. They are fully aware of the needs of children learning English as an additional language and ask parents to share key words from their home language to help children participate fully in activities. They show a keen interest in children's conversations and encourage them to share their ideas and thoughts. However, some staff do not take opportunities to extend children's learning during discussions, such as asking them questions such as 'how?' and 'why?' to encourage them to anticipate what will happen when they mix colours and why they will change.

The nursery has a good range of posters, signs and labels so children learn that print conveys meaning. However, some staff do not take all opportunities to consistently encourage children to practise writing with a real purpose. For example, they ask children to sound out the letters in their name, but then write their name for them rather than encouraging them to write it themselves. Nevertheless, children draw pictures and create recognisable letters and symbols. Staff praise what they have made, which makes children feel valued and encouraged. Furthermore, children enjoy organised story times and help themselves to books from the well-resourced book areas. Staff sit with them and read to them outside and children enjoy the cosiness of cuddling up to staff as they read stories together. These opportunities enable children to develop an interest in stories, letters and words, which helps them to develop skills for starting school.

The nursery has a newly developed nature area, which helps children to develop an understanding of the natural world. Children learn about growing plants and food and delight in looking after the rabbits and guinea pigs. Children explore a good range of resources to express themselves creatively. They enjoy experimenting with colours as they paint and enjoy singing songs and using musical instruments. Children have active imaginations as they play together in the well-resourced role play areas, both inside and out. They have lots of fun pretending to build and construct in the inviting builders' yard in the garden and staff join in with their play enthusiastically, which helps them remain interested and motivated.

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

The nursery team have good systems in place to help children to settle in and feel confident in the nursery. Many children attend from the linked provision for two to three-year-olds and management organise for staff to work across both settings, so that children get to know staff before they start at the nursery. Each child has an allocated member of staff who is responsible for helping them to settle and monitoring their

progress throughout their time at the nursery. The well organised key person system helps children form attachments to staff, who know their personal needs well.

Children enjoy a good range of activities, which support their physical development. They delight in cycling around the outdoor area, where staff create road markings, which encourages children to coordinate the direction and areas to cycle in. Children enjoy taking turns playing cooperatively together. This helps children to develop their physical skills and enhances their social skills as they play positively in a group.

Staff support children's well-being and good health throughout the session. For example, they have healthy snacks and access to drinks throughout the day. Children are involved in health and hygiene routines and know that they need to wash their hands after touching the nursery pets. Children develop their own a sense of safety. They learn how to use the environment safely through discussions and explanations from staff. For example, a member of staff explains to children the reasons as to why they should not leave toys on the floor and to tidy up after play. Children rapidly become independent owing to staff expectations, for example, through serving their snacks and meals and pouring their drinks. They relish taking on such responsibilities. This helps children to learn how to become independent in preparation for starting school.

Staff are calm and positive role models. As a consequence, children form positive relationships with staff showing good behaviour and respect towards other children and adults. They play well with other children, share, take turns and are considerate of each other, using words such as 'please' and 'thank you'. As a result, children behave well and learn to communicate positively.

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

The inspection took place as a result of several concerns which had been raised with Ofsted. The initial investigation found that the provider had failed to notify Ofsted of an allegation of rough handling of children by a member of staff. They did not inform Ofsted of the incident within the required timescale and Ofsted issued a low level warning letter as a result. Ofsted also set an action to ensure the provider has a clear understanding of the correct procedure to follow. The provider met this action and subsequently followed the correct procedure of notifying Ofsted within the correct timescale with regard to a further concern. The registered provider and nursery manager took immediate action to make sure children were safe and cooperated fully in the resulting investigation. They have since conducted a range of safeguarding training, held meetings and reviewed procedures so that the whole team are fully aware of the correct procedure to follow.

Furthermore, the nursery has provided training for all staff to have a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The nursery manager has experience of working closely in partnership with outside agencies to safeguard children and staff are clear about their roles and know how to seek support should they have any concerns about a child in their

care. Staff check the premises regularly to look for hazards and maintain a clean and safe environment for children. Therefore, the arrangements for safeguarding children within the nursery and through work with outside agencies are good. The nursery has strong processes in place to check the identification of visitors. There is a CCTV with intercom system, all visitors sign in a book and wear identification badges.

The management team have good systems in place for recruiting and supervising the team. All staff have suitability checks and take part in thorough induction training, so that they are clear about their roles and the routines of the nursery. The management team carry out regular supervisions and appraisals, which builds on the staff's professional development. Staff attend regular training courses, such as first aid, food hygiene and child protection.

Staff work in partnership with outside agencies to support children when they are not progressing towards the early learning goals. For example, they liaise with speech therapist to apply strategies for children to catch up in their communication and language skills. All staff have a consistently good understanding of the learning and development requirements. They assess children's progress to support them across all areas of learning and managers oversee the planning to make sure that it meets all children's needs. Therefore, gaps in children's learning are quickly identified, so that staff can seek additional support when needed. Consequently, all children make good progress towards their learning goals.

The staff team review and evaluate practice effectively. They include children's and parents' views and ideas taken from discussions, observations and written feedback. Recent improvements include the development of the outdoor area to enhance and extend children's learning experiences and a new website to keep parents up to date with the provision. Staff hold regular parents meetings, so parents can view and contribute to their children's progress records. Parents are very positive about the nursery staff and the role they play in helping their children to settle and supporting their development and progress.

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

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| Unique reference number | EY286477 |
| Local authority | Wandsworth |
| Inspection number | 927145 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 76 |
| Number of children on roll | 30 |
| Name of provider | Doddington & Rollo Childrens Centre |
| Date of previous inspection | not applicable |
| Telephone number | 0207 622 9300 |

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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
Manchester
M1 2WD

T: 0300 123 4234
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