

Inspection date	01/05/2014
Previous inspection date	Not Applicable

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 support children's communication and language skills well through good interactions during their play.
- Regular communication promotes strong partnerships with parents, where information is continually gathered and exchanged for the benefit of each child's care, learning and development.
- The leadership and management is strong, meaning staff work well together to meet the needs of all the children.
- Children develop strong bonds with staff. They are cared for in a well-planned and organised, stimulating and nurturing environment.

It is not yet outstanding because

- Staff do not fully extend children's understanding of the importance of healthy eating, the benefits of physical exercise and the effects these have on their body.
- Staff do not successfully support children's independence skills at meal times.

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 looked at a selection of children's and staff records.
- The inspector looked at a selection of policies.
- The inspector observed two children, spoke with key persons and monitored the effectiveness of teaching and learning.
- The inspector spoke with manager, staff and parents.
- The inspector carried out a joint observation with the manager.

Inspector

Rosie Bloomfield

Full report

Information about the setting

Little Haven Childcare registered in 2013 as childcare on domestic premises. It operates from a house with a fully enclosed garden. There is access to three playrooms on two levels. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children attend for a variety of sessions. The setting employs seven staff. Of these, all hold appropriate early years qualifications and two staff have teaching and early years degrees. The setting receives funding for the provision of free early education for two, three and four year olds.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about the importance of healthy lifestyles including the benefits of eating nutritional food and having regular exercise
- extend children's independence at meal times.

Inspection judgements

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

The setting is thoughtfully laid out, well resourced and meets the needs of the children who attend, which means children are happy and settled. They have a good awareness of what is on offer and where resources are to support their interests and ideas. Low-level storage allows children to choose what they want to play with and promotes independence. Staff have a good knowledge of each child and what they like to do. Their knowledge of child development means they are able to offer good quality teaching and provide resources that meet the children's needs and help them learn. They refer to recognised guidance about child development to help them ensure all areas of learning are covered. As a result, children make good progress in their learning.

Staff join in children's play and make it purposeful. They add resources to develop their play and make good use of open-ended questions to extend children's thinking. For example, when playing in the role-play, they ask children 'how' and 'why' questions. Staff support younger children's language by naming play fruit to help them make connections in their play. They include language when young children are playing with the sand so they learn about 'filling' the pots to make a sand pie. Staff support children's attempts at

pronouncing words by repeating them in the correct form to develop their communication and language skills. All children have the opportunity to take part in French and Spanish speaking activities. The babies listen to and learn simple songs, and older children learn to name colours and animals, as well engage in interactive songs. Consequently, children are making good progress in their communication and language skills.

Children have opportunities to use and hear mathematical language throughout the session. For example, counting the fruit into a basket or counting the steps as they go up the slide. As a result, children are beginning to count in meaningful situations. Staff introduce science concepts as they add water to the sand to make it 'stick' so the children can make sand pies or add sand to glue to make pictures. This enables children to gain awareness of how the properties of materials change.

Staff support children's imaginative play well, encouraging them to play with what they know, such as pots, pans and dolls, as well as small world toys such as trains. Staff show good awareness of when to leave children to engage in their own learning and when to intervene in their play to extend their thinking. For example, children enjoy dressing up and using the play food in the home corner. They engage in their play for long periods of time, with timely interventions from staff. Staff extend the play further by 'making a picnic' and encouraging children to add their own ideas. Children have further opportunities to be creative at a drawing table and exploring musical instruments.

Children enjoy regular outdoor play in the setting and when visiting the local park. They have plenty of opportunities for fresh air and are able to take part in large physical play, such as playing football or balancing on logs. All children enjoy indoor physical play opportunities, which help develop their large-muscle control. For example, the younger ones have a gym room with equipment, such as slides, a tunnel and rocker to learn different skills. Older children take part in games that encourage physical activity and take part in exercises before they start. However, staff do not build on the good opportunities for physical activity and healthy eating that children enjoy, so they learn the benefits of being physically active, eating healthily and the effects of physical activity on their bodies.

Staff keep parents fully informed about their children's progress through formal and informal discussions. They complete regular progress checks on all children every six months, which includes ideas for parents to do at home to further support their child's learning. Daily diaries help parents to see what their children have been doing in the setting. They receive invitations to add their own observations and comments. Consequently, children receive consistent support in their learning due to effective partnership between parents and staff.

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

Kind and helpful staff support children to feel secure. Staff find out about children's backgrounds and needs through discussions with parents, and by carrying out settling in

observations. Positive relationships between children, staff and parents enable children to feel secure and confident in the setting.

Staff have a good awareness of what children like to play with and they help them settle at an activity of their choice. Children develop a good understanding of how to behave kindly towards each other because staff teach them to be thoughtful and considerate. Staff teach children to take turns in their play. Praise and encouragement from staff ensures children develop high levels of positive self-esteem. As a result, children are well mannered and learn to follow simple rules. Staff remind children of expectations, based on their age and stage of development. For example, they remind all children to say 'please' and 'thank you' when asking for things. They further give older children clear explanations to develop their awareness of safety. Staff are well deployed and have a good awareness of what is going on around them. They work and communicate very effectively as a team. Consequently, they are attentive to all children's needs.

Staff promote children's health well through regular exercise and fresh air, and eating healthy and balanced meals. Children have access to drinking water throughout the day and staff encourage them to drink. They wash their hands before meals and snacks. The children have healthy snacks and meals, which are freshly prepared each day, and the children are encouraged to try new foods. However, staff do not fully promote children's independence skills at mealtimes. Older children do not have cutlery so they can cut their food up themselves or pour their own drinks. Children sit at tables and wait for staff to serve them, instead of being able to help themselves or serve each other.

Staff have a good understanding of child protection procedures and know what to do if they have concerns about a child. They carry out thorough daily checks to make sure everything the children encounter, both inside and outdoors is safe. This allows children the freedom to play and explore in a safe and secure environment and manage their own risks. For example, they travel freely between rooms and move equipment safely around the room. Children demonstrate they feel safe to freely explore their environment and are learning the importance of following nursery rules.

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

There is an effective procedure for safeguarding children's well being. Staff members are familiar with and follow safeguarding procedures. Good staff deployment allows them to supervise children closely. All staff understand their role in keeping children safe. The manager has high expectations for the quality of care they provide for children and families.

Comprehensive recruitment and vetting procedures, along with thorough induction and ongoing support from the manager ensure staff understand their roles and responsibilities to protect children. Good performance management, which includes appraisal and regular

one-to-one opportunities, helps identify training needs. Staff have regular opportunities to attend training to ensure they are well-informed practitioners.

The manager is reflective and aware of areas for development as well as strengths. Staff contribute to self-evaluation through discussions at staff meetings. Parents share their thoughts on the provision both informally and via a questionnaire. The children's opinions also inform self evaluation, as they are asked about their time at the setting. This enables the manager to reflect on all areas of the provision and incorporate the views of all parent, staff and children into an ongoing improvement plans.. The manager has made links with the local children's centre and accesses local community services to widen children's experiences. For example, children visit the local library and attend shows at the local puppet theatre.

Parents spoken to at inspection state they are happy with their children's care, learning and development. They speak very highly of the setting and recommend it to others. They state their children receive good support to settle and that they are progressing well. Parents are aware of, and give their consent for outings the children take part in, both in the local community and further afield to help broaden their learning experiences The manager and her staff have excellent partnerships parents that benefit children's overall care and development.

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	EY465870
Local authority	Islington
Inspection number	939844
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	25
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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.

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.

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