

# Village Nurseries Limited

Inspection report for early years provision

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<b>Unique Reference Number</b>	509596
<b>Inspection date</b>	21 May 2007
<b>Inspector</b>	Sarah Morfett
<b>Setting Address</b>	98 Sparrows Lane, London, SE9 2BT
<b>Telephone number</b>	0208 850 5019
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<b>Registered person</b>	Village Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Village Nurseries Ltd New Eltham is one of six pre-school's privately owned by Village Nurseries Limited. It opened in 1992 and operates from a scout hall in New Eltham, in the London borough of Greenwich. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:00 and from 12:30 to 15:00 Monday and Wednesday afternoons for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from two and half to under five years on roll. Of these, 32 children receive funding for early years education. Children come from a local catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications and one member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children play in a clean and hygienic environment because staff follow effective cleaning routines. For example, they take turns to ensure toilets are clean throughout the session; they wipe tables with anti-bacterial spray before snack time, and use designated cloths for particular jobs, therefore reducing the risk of cross infection. Children's understanding of personal hygiene is promoted well. They are regularly reminded to wash their hands by staff, this is reinforced by a good range of pictures and posters in the bathroom and they are provided with good resources such as anti-bacterial soap and paper towels. Therefore, they learn from the effective routines.

Children's health and well-being are protected by the effective systems in place. For example, the procedure to record and administer medication is strong. Accident records maintain confidentiality; however, information recorded is not always sufficiently detailed. All of the staff hold a current first aid qualification and are able to act in the case of an emergency.

Children's physical development is well promoted. Each day there is a good range of physical equipment set up both inside and out as part of the free flow of activities for the session. They learn to control their bodies as they peddle on bikes, push scooters along and climb on the climbing frame. A varied range of tools such as, play dough equipment and a variety of pens and pencils in the graphics area provide them with opportunities to develop their small motor skills. Activities take into account the range of abilities of the ages of the children attending. Therefore, they learn to manipulate and control their movements.

Children learn to make healthy choices. They are offered a wide variety of fruit at snack time, such as, apples, bananas, oranges, raisins, pears and kiwi. They independently select what they would like and can choose between milk and water to drink. Separate drinking water is readily available throughout the session, if the children require it. They take part in activities about healthy foods; therefore, they gain a good understanding about what is good for them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into a bright and inviting environment each morning. The staff make the most of the premises and decorate the walls with colourful pictures and posters. Activities are organised well therefore, the children can move around with ease and confidence. Effective cleaning routines ensure the resources they play with are in good condition. Risk assessments are carried out each day. This ensures hazards are minimised both inside and out. Any safety issues are noted in a book and an action plan is drawn up to make sure they are dealt with quickly and efficiently. Therefore, children play in a safe and secure environment.

Children begin to learn how to keep themselves safe. For example, they take part in regular fire drills, staff reinforce safety rules such as, explaining to them why it is dangerous to run inside and staff are vigilant because they ensure floors are free from trip hazards. Children follow their good example. Therefore, they learn to make their environment a safe place to play.

Children's welfare is very well protected. The group have a comprehensive child protection policy which clearly details procedures to follow should there be an allegation of abuse. The

policy contains guidelines for staff about recording concerns and dealing with parents. Procedures, such as recording nappy changes and noting differences in collection of the children, mean their safety is protected thoroughly. Staff demonstrate a good understanding of the child protection policy and regular training opportunities ensure they are up-to-date with current legislation. Therefore, children's well-being is safeguarded during their time at the group.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive with confidence. They are greeted warmly by the staff and settle well each morning. Once all the children are in they take part in registration time, staff discuss what activities are available and reinforce rules such as, how many children are able to be on the climbing frame. They select from a wide range of resources which are bright and inviting and meet their stages of development. This includes construction toys, puzzles and maths equipment, such as, counting games, graphics area, book corner, creative area, home corner, physical equipment and exploring and investigating toys. Children flow freely through these activities learning through the well developed play opportunities.

Children develop good relationships with the staff. They interact well with them and look for reassurance should they need it. Staff support them in the activities providing balance and challenge with the questions they ask. For example, asking 'how' 'why' and 'what' makes them think about what they are doing. Children receive lots of praise and encouragement this builds their confidence and they are spurred on to try harder. Younger children take part in all the activities, staff make sure they use the 'Birth to three matters' framework when planning the curriculum. Therefore, learning experiences are extended for all ages.

### **Nursery Education.**

The quality of teaching and learning is good. Staff demonstrate a broad knowledge of the Foundation Stage which is supported by regular training opportunities. Good support from the group's management team and regular meetings within the staff team ensures they provide a varied range of activities each week which cover the six areas of learning. Children's starting points are recorded when they first start providing a secure base to move them forward from. Staff work closely with the children using observation and assessment to plan the next steps in their learning. Effective communication between staff means that all children needs are met very well. For example, a member of staff asks the others to remember, if a particular child takes part in the activity they are at, would they work on 'above' and 'below' as this is the next step for that child. Therefore, all children are given challenges to help them reach their own potential.

Children develop good independence. For example, they manage their own personal hygiene, pour their own drink at snack time and make choices about the food they eat. They make sound relationships as they interact well when playing in the home corner. The children enjoy dressing up and acting out familiar situations, therefore, they learn to express their feelings. Maths is strongly promoted at the group. There is a good range of equipment for the children to play with. They develop good counting skills and show an interest in shape and space as they play. They are set challenges by staff. For example, a member of staff holds up her fingers and together she counts to five with the child, she then says 'and one more will make' the child answers six. Children develop an interest in counting and begin to understand the concept of adding and subtracting.

Children utilise the book corner well, there is a wide range of books to interest them including books which help them deal with their feelings such as, being happy, sad or scared. The use of books follows through to the daily activities where children can, for example, compare shapes they make in the play dough to those in a book. The use of labelling around the room is strong. Children begin to recognise familiar words and are heard to link sounds to letters as they say 'B is for Book'. Children have good opportunities to explore and investigate as they are provided with a range of resources such as, magnifying glasses and mini beast activity where they study insects showing curiosity and asking questions. Children have access to some V-Tech toys which helps them to learn to complete simple programmes. However, the lack of a computer means they are not able to support their learning experiences.

Children access a wide range of creative activities each day. For example, they squeeze and mould the play dough into shapes, free paint and take part in a sticking activity relating to the theme, chatting about colours and shapes as they stick coloured paper onto a picture of Elmer the elephant. The pre-school plan and provide a good range of experiences and play opportunities which help to prepare the children for school.

### **Helping children make a positive contribution**

The provision is good.

Children gain a wider view of the world around them. They have access to toys which reflect positive images of diversity. For example, they play with dolls from other cultures and puzzles and books contain good examples of religion and non-stereotypical roles. They take part in celebrations from other cultures which promote their understanding of people's differences. The group are committed to helping children with learning difficulties and/or disabilities. Strong procedures are in place to set children individual education plans with realistic and achievable targets. Good links are made with outside agencies that come in to support and advise the staff in helping the children make good progress.

Children behave well in the group. Strategies according to age and stage of development are employed and regular training ensures staff are consistent in their approach to negative behaviour. Staff are positive role models saying please and thank you to children. They follow the staff's example and learn to be polite and respect each other. The group display a wealth of information for the parents including; policies, details of the Foundation stage and 'Birth to three matters' framework and information on issues such as, healthy eating. Parental involvement is positively encouraged, they are invited to come in and share their skills and experiences with the children. A system is in place for parents to offer feedback and suggestions through a suggestion box.

Partnership with parents is good. The effective key worker system gives parents a familiar point of contact. They are involved in the progress of their children as they can see the assessment records at any time and the group hold coffee mornings where parents can discuss these in further detail. The group produce an information sheet relating to each theme giving parents an insight into the activities covered. Details of how their learning can be extended at home are included. Therefore, the parents are involved in developing the children's learning experiences. Parents report they feel included in their children's education and are aware how they move forward and make good progress. Children's spiritual, moral, social and cultural development is fostered well through the range of activities provided for them and through discussion with staff. Children are given good opportunities to make a positive contribution.

## **Organisation**

The organisation is good.

Children are well settled in the very well organised environment. Space is utilised to benefit the children as they are able to move around with ease, access the outside area as part of the free flow experiences and have space for small group work. A good staff ratio and effective deployment ensures children are supported very well. Most of the staff hold an appropriate childcare qualification and one member of staff is working towards one. Robust recruitment and vetting procedures ensure all staff who work with the children are suitable to do so.

A comprehensive range of policies and procedures make up the groups operational plan. This is easy to use and ensures that staff and parents fully understand the aims of the group. Policies on lost or uncollected children and recording of complaints are particularly clear and ensure staff know what to do step by step should this situation arise. All required documentation is in place and maintained to a good standard. For example, the registration certificate is displayed and the attendance register records children's arrival and departure times. Therefore, the children's health, safety and well-being is thoroughly promoted.

Leadership and management is good. The group work well together as a team and there are clear aims to promote children's learning experiences. Each week the staff hold meetings to discuss the children's progress, next steps in learning and to evaluate the effectiveness of the activities. Staff are well supported and offered ample training and personal development opportunities. Therefore, they are able to help children make good progress through the stepping stones, towards the early learning goals. Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the group were left a number of recommendations relating to their paperwork, policies and procedures. Since this time the group have been taken over by a private provider who has implemented a range of policies and procedures that are well written and give clear guidance for both staff and parents about the aims for the children attending the group. Therefore, the children are well protected by the procedures in place.

At the last Nursery Education inspection the group were left three key issues relating to developing everyday activities and routines to help children develop and learn in some of the areas of learning. Also they were asked to review the way assessment and monitoring were used to record children's progress and how this moved them forward to the next stage of learning. Activities provided for the children are well planned and because staff's knowledge and understanding has been developed they are able to support the children well as they learn through play. Assessment and monitoring of the Foundation stage and children's progress has been very well developed. It is clear how children make progress and their next steps in learning are very well communicated. Therefore, all children needs are met and they all make good progress.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure information recorded in the accident records is sufficiently detailed

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's opportunities to access information and communication technology to enable them to support their learning experiences.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)