

# Village Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	129059
<b>Inspection date</b>	18 October 2007
<b>Inspector</b>	Silvia Richardson

<b>Setting Address</b>	The Flat, St Mary's Centre, Ladywell Road, SE13 7HU
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<b>Telephone number</b>	020 8690 6766
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**E-mail**

<b>Registered person</b>	Frances Mary Rodgers
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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 nursery was registered in 1991. It is situated in a first floor flat in the St. Mary's Centre which is located in Lewisham. The premises comprises of three playrooms, a reception/office area, kitchen and children's bathroom. Access to the nursery is via a metal staircase on the outside of the building. The children belong to different groups: green, yellow, red and blue according to their age. There is a secure area to the rear of the property for outside play. The nursery serves the local area and is open five days a week, 50 weeks of the year. Sessions are from 08:00 to 18:00.

The nursery is registered to provide full day care for 20 children from two to five years. There are currently 20 children from two to four years on roll. This includes 11 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with learning needs and children who speak English as an additional language.

There are six members of staff working with the children. More than half the staff including the manager have early years qualifications to NVQ level 2 or 3. The nursery has regular support from a special educational needs coordinator. Staff have access to training courses and support

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have use of clean and hygienically maintained rooms and facilities, promoting their welfare. Floors, mats and bedding are kept clean, so that children play and rest comfortably. Good hygiene in the kitchen is promoting children's health, including the wearing of protective clothing when preparing and serving food. Children's dietary requirements and any food allergies are carefully recorded, ensuring needs are appropriately met. Sick or infectious children are excluded from the setting, helping to minimise the risk of spread of infection. Suitable records are kept of medication administered and any accidents that may occur, promoting children's health and welfare. Consent is obtained from parents for seeking medical advice or treatment and adults are properly trained in paediatric first aid procedures, so that they are able to respond appropriately in an emergency.

Children are developing good personal hygiene habits, because adults consistently support children with hand washing before meals and snacks and after using the toilet and with brushing their teeth after the mid-day meal. Children are learning how germs are spread and are encouraged to cover their mouth when they cough and to use tissues to blow their nose. Children are well nourished, because they are offered a good range and balance of nutritious meals and snacks. They are well hydrated, because drinking water is readily available throughout the day and children may help themselves. Children show a very good level of competence in the bathroom and with serving themselves at meal times and pouring drinks, because adults consistently support and encourage children to be independent.

Children have excellent opportunities to enjoy fresh air and exercise, because well planned physical activities are scheduled daily. Children use a wide range of play equipment both inside and outside, so that they develop a broad range of skills, including balance and co-ordination. Children move around confidently and imaginatively to music, with control and a good awareness of space, of themselves and others, because sessions are skilfully lead and managed. Children thoroughly enjoy being active and thrive with good nutrition, however their knowledge and understanding and their awareness of the importance of staying healthy, recognising the changes to their bodies when they are active and the benefits of exercise to their health, are underdeveloped. This is because adults are not consistently talking to children about nutrients during meal and snack times or engaging in discussion with children during or after physical activity.

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

The provision is good.

Children play and move around the premises safely, because they are very well supervised. Children use the staircase, down to and up from the outside play area, safely and appropriately, because adults show children how to hold the hand rail and take one step at a time. Children know they must move slowly on the stairs to avoid accidents and stay safe. They form orderly lines and co-operate well with adults, showing an awareness of their own safety and that of others. Children walk carefully from room to room and understand that running could lead to bumps and falls. Children are learning how to use toys, tools and play equipment safely, because

adults demonstrate appropriate use and talk to children about potential dangers. Toys and play materials are well arranged, so that children can access these safely and they ask adults for help with equipment that is stored just out of reach.

Children are safe and secure in the setting, because good measures are in place, such as doors and gates fitted with locks, bolts or padlocks as appropriate, ensuring there is no unauthorised entry to the premises or outside play area. Adults are vigilant and act sensibly and responsibly, because they recognise the protection of children as paramount and their highest priority. Children are kept safe and protected should safe-guarding issues arise, because adults follow the appropriate procedures for recording and reporting child protection concerns. New staff receive induction regarding fire safety as a priority, so they are able to keep children safe. Children know what to do and how to stay should emergency evacuation of the premises be necessary, because they practise fire drills regularly. Safety policies and procedures are strong and fully support good practice in the setting, including management of an uncollected child.

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

The provision is good.

Children are very happy and settled in the setting, because they are well supported by caring adults. Children are relaxed and confident when playing, because they are able to select resources of their own choosing and spread out on the floor or at tables. Children play purposefully and constructively, because adults are attentive to children, talk to them and play with them. Children play happily and co-operatively with others, because there are sufficient resources for satisfying group play experiences and adults support children well with sharing and turn-taking. Children enjoy a good range and variety of play activities, because adults plan well, ensuring children have a good balance of indoor and outdoor activities each day to meet their needs. Routines are child centred, enabling children to play and learn at their own pace. Care practices focus well on the needs of children in the day care setting and include balanced periods of free-play and structured learning, with active play, meals, snacks, relaxation and rest. Children are actively encouraged to express preferences and make choices, contributing well to their enjoyment of play and learning experiences and helping them to achieve and make good progress.

### **Nursery education**

The quality of teaching and learning is good.

Adults have a very good knowledge and understanding of the Early Learning Goals, which are reflected well in their curriculum planning, so that children are challenged and motivated through a wide variety of learning experiences. Children are confident and independent learners, because the rooms are very well arranged so that children are encouraged to select resources, experiment and practise new skills. Starting points are clearly documented together with continuing observation of children's attainments, so that targets for next steps in children's learning are clearly defined. Children show sustained interest in activities, use their initiative in selecting additional resources and concentrate well, so they make very good progress. Teaching in different areas affords children much practical, 'hands on' experiences, so that children explore and discover with enthusiasm, using all their senses. Inclusion is actively promoted, enabling children of varying abilities to participate in activities at their own level and enjoy a sense of accomplishment. Planning for outside activities is effective in ensuring children develop a broad range of physical skills. However, teaching is not fully extended so

that children learn about how their bodies work and the benefits of exercise in helping them to stay healthy.

Children have many opportunities through their care routines to develop personal skills, such as washing and drying their hands, pouring their own drinks and serving themselves at lunch time. They are becoming increasingly independent and self assured, because adults continually praise children, helping them to feel good about themselves and their abilities. Children are friendly, chatty and sociable, because adults talk to children all the time and support them well in group play. Children are forming good relationships, are kind, helpful and sensitive to the needs of others. Children are developing well in communication, language and literacy because they practise mark-making and writing for different purposes across a range of activities, enjoy stories and rhymes and engage in much conversation and discussion. Children count and calculate, talk about numbers, sizes, shapes and colours, using a wide variety of resources. They explore and investigate objects, build and construct, selecting tools and materials to assist and develop their ideas. They make good use of Information and Communication Technology (ICT) resources and are learning about the mechanical and living world around them. Children take part in activities that help them learn about their own culture and to appreciate differences from their own. Children are creative and imaginative in their role play, in movement to music and in expressing themselves through painting and drawing, because sessions are very well organised, led and managed.

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

The provision is good.

The setting reflects diversity and values the different lifestyles, racial and cultural mix of children and families, so that they are welcomed for the variety of experiences they bring to the setting. Positive attitudes and images of differences are strongly encouraged, so that children feel good about themselves. Children take part in practical activities and make good use of a range of resources, such as books and role-play, so that children appreciate and respect differences. Children with learning needs and disabilities are integrated successfully in the setting, because adults have a good understanding of their needs and provide a good level of support. Individual development plans compliment their play and learning experiences in the setting, so that they settle and make good progress. Challenging behaviour is managed appropriately, so that children learn to be kind and sociable, although it is not always managed effectively, in helping children express difficult feelings in more desirable and acceptable ways. Children are consistently encouraged to develop good manners and say 'excuse me', 'sorry' and 'please and thank-you' as appropriate. Children show care and concern for one another, because adults provide good role models in their warm and kind approaches to children. Children are well supported so that they enjoy the company of their friends and play harmoniously together. Inclusion is positively promoted, especially during group activities, such as story, singing and music sessions, so that all children enjoy participation and a sense of belonging. Overall, children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is good.

Parents and carers and adults in the setting, are working well together and partnerships are having a positive effect on children's development and learning. There is a two-way flow of information, knowledge and expertise, so that parents and carers and adults working with children, have clear understanding of children's welfare and learning needs. Targets for next steps in children's learning are discussed and agreed and parents and carers are actively encouraged to contribute to children's learning at home and in the setting. Parents are provided

with relevant information about the foundation stage and six areas of learning, so that they are well informed. Children's progress is regularly discussed and the views of parents and carers are sought, contributing to the overall picture of how well children are developing and making progress. Parents and carers contribute to written reports and these and other records of children's learning are shared with them. Adults maintain on-going contact with parents, so that children's care, welfare and learning needs are continually monitored, assessed and appropriately addressed.

## **Organisation**

The organisation is good.

Adults are properly vetted ensuring they are suitable to work with children. Records, policies and procedures are in place, ensuring the safe and efficient management of the setting and these are implemented effectively, so that the welfare, care and learning of the children are actively promoted. A good ratio of qualified staff and assistants are employed so that children receive appropriate levels of support and supervision. Adults are well deployed, so that children receive plenty of help and attention as required. The setting is very well organised, so that children are cared for in key groups with key workers, helping them to feel secure and develop a sense of belonging. Flexible arrangements with the use of base rooms, enable children to enjoy a change of pace and environment, so they get to enjoy a wide range and variety of play and learning experiences, while mixing and socialising with children in different age groups. Toys, play materials and play equipment are very well set out and stored well with clear labels and sorted into sets, so that children can easily select items of their choosing. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good.

The managers priority is the welfare and safety of all the children in the setting and that of the adults working with the children, so that the environment and atmosphere are conducive to positive learning experiences. The manager oversees the delivery of the Early years curriculum, ensuring the six areas of learning are fully represented across the programme of activities. The manager effectively ensures that all children have access to facilities and resources, promoting inclusion and helping children to make good progress. The manager sets good standards of care and education and presents positive childcare attitudes and values, motivating adults in working effectively with children. Leadership is strong and committed to quality care and educational experiences, striving for continued improvement. The setting is effectively monitored and evaluated, so that weaknesses are addressed and strengths enhanced. Some good further training opportunities are available, so that adults build in existing skills and develop their knowledge base. There is a strong focus on children's personal development and achievement, so that children become independent, sociable and confident individuals.

## **Improvements since the last inspection**

Since the last inspection the provider has improved the quality of nursery education by extending the use of small group adult focus plans to outside activities, so that children practise and develop a broad range of physical skills. The provider has broadened the use of the nursery book lending scheme to include all age groups.

Since the last inspection the provider has improved the quality and standards of care, ensuring all parents sign the medication record in acknowledgement that medication has been

administered. The daily record of attendance shows the times of arrival and departure, so that children are properly accounted for while in the care of the provider.

### **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):

- develop management strategies and therapeutic play opportunities for helping children to express their difficult feelings in appropriate and acceptable ways

#### **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 knowledge and understanding of food and nutrition and their awareness of the importance of staying healthy, helping them to recognise the changes to their bodies when they are active and the benefits of exercise to their health

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)