

# Community Vision Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY333691
<b>Inspection date</b>	07 January 2008
<b>Inspector</b>	Denys Rasmussen
<b>Setting Address</b>	Chestnut Grove, London, SE20 8PD
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<b>Registered person</b>	London Borough of Bromley
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 satisfactory. 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?

Community Vision Nursery was registered in 2006 and is run by Bromley Early Years & Childcare Services. The nursery is situated within a children's centre which offers various services including an on-site dietician, parent run group for children with special needs, training room, counselling and play sessions, young parents group, citizen advice, toy library, breastfeeding group, parenting groups, on purpose built premises in Bromley. The nursery serves the local community. The nursery is registered for 55 children. Currently there are 53 children on roll of whom 24 are funded for nursery education. Children are grouped according to age within three separate rooms. All rooms have accessible toilet or nappy changing facilities. There is a fully enclosed outdoor play area. The hours of opening are Monday to Friday from 08:00 to 18:00, all year round, except for bank holidays. Children attend on a full or part-time basis. There are seven staff available to work with the children. All permanent staff hold a recognised early years qualification. Children with learning difficulties or disabilities are fully supported.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

The nursery has appropriate procedures in place to prevent the spread of infection. Staff consistently wear disposable gloves for personal care of the children, they have individual bedding and use liquid soap and paper towels to wash and dry their hands; this sustains good levels of hygiene which help prevent cross-contamination. The children are encouraged to learn good hygiene habits as part of the nursery routine such as washing their hands appropriately and brushing their teeth after lunch.

There is at least one staff with up-to-date first aid training on duty at all times. This ensures accidents are dealt with appropriately. Accurate records are kept, for example, about any accidents that have occurred or medication that has been administered. This ensures that children's health needs are met and information can be effectively shared with the parents. The children benefit from the close relationship the nursery have with a number of health professionals which protects their health.

Children are offered a nutritious diet and benefit from having an on-site nursery cook. She is aware of the children's dietary needs and caters for all the children. Special dietary requirements are complied with ensuring children remain healthy. Children are offered fresh fruit and vegetables daily which they are encouraged to eat by serving them for themselves; they also access drinking water independently. This helps children to learn healthy eating practices. Meal times are a sociable occasion helped by staff who sit and eat their lunch with the children.

The nursery have a key worker system, however, this is difficult to implement as there is a heavy reliance on agency staff to fill vacant posts. This impacts on the children's emotional well-being particularly the children aged under two. There is one permanent staff member based in the baby room who has built good relationships with the babies, however, babies often become unsettled because of the inconsistent adults covering in the room.

Children enjoy a wide range of activities which contribute to their good health. Each day there are physical activities to help them develop control of their bodies, for example, as they negotiate the outdoor area on wheeled toys, and balance on pods and beams. Indoor music and movement sessions and encouragement to use small equipment improve children's physical skills.

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

The provision is satisfactory.

Children are cared for in a purpose built premises which provides all the necessary facilities to promote children's development. The environment is attractively presented with photographs, children's work and posters making it friendly and welcoming to children and parents. There is good provision for the children to relax, play, sleep and eat in comfort. The nursery provides a wide range of toys and equipment which are appropriate to the age and ability of the children using them. They are of good quality and bought from reputable sources ensuring their safety.

Although the nursery has risk assessment procedures in place, these are not always sufficiently thorough on a daily basis to protect children from undue hazards; for example, a hot air fan was within easy reach of the children presenting a potential risk from a burn. Fire prevention is good and regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely.

The manager and staff have a clear understanding of how to safeguard children and have attended child protection training. The children and their parents benefit from the on site expertise and the good links the nursery have with the local authority.

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

The provision is good.

Staff are knowledgeable in child development and incorporate the birth to three matters framework in their planning for children in both the baby room and the room for children aged two to three. This means children are given a good variety of play opportunities which focus on their senses and developing communication skills, for example the babies enjoy exploring a treasure basket, painting with their feet and experimenting with play dough and jelly. They sing favourite songs and cuddle up to the staff member to listen to a story. The toddlers participate in group games with enthusiasm such as 'what's in the bag', they enjoy guessing and responding to the staff's skilful questioning. The staff interact with the children well encouraging language and independence. The resources are stored at a low level to encourage the children to self select which promotes their independence and helps them to make choices in their play.

### **Nursery education**

The quality of teaching and learning are good. Children make good progress in their individual learning because staff have a secure knowledge of the Foundation Stage curriculum and plan a broad range of interesting activities to help children to learn. There is a medium term plan which incorporates all areas of learning which is then broken down into a weekly plan. Themes to focus on are decided for the year, however the staff do not complete a long term plan which means it is difficult for them to access whether they have covered all aspects of the curriculum sufficiently over a period of time. Activities are verbally evaluated to ensure they are meeting the children's needs. Children's progress is tracked through observation which is recorded in each child's record of achievement; this is presented creatively using photographs under each area of learning. The permanent staff in the room know the children well and discuss what activities and resources the children are currently interested in and need to have available to them for their continued development; for example, sufficient tactile materials are made available to help a number of children with their concentration and behaviour skills as this had been observed to help. Staff interact with the children well to enhance their play and to ask pertinent questions to make them think. There is a good balance of free play and guided choices and staff allow time for children to solve problems, practise and consolidate their learning.

Children select equipment, carry out activities and assume responsibility for their personal care showing a good degree of independence. They cooperate well and enjoy playing with their friends, showing care and concern for each other and displaying good levels of involvement in activities. Children's sense of belonging is enhanced through actively encouraging them to display their names during registration and by the attractive displays of their work and photographs. Labels are used well for letter and word recognition and the self register process helps children to recognise their name. Children are making good progress in mark making to represent their own ideas and are involved in activities such as writing letters to post and making marks in shaving foam. Discussion is encouraged at circle time and children are involved in activities that help them to listen, concentrate and promote their confidence. The children are proud of their work and are praised by staff for their efforts. Children's physical development is well promoted. They have daily opportunities to take part in physical activities outdoors

where they skilfully negotiate bikes and scooters. They play games such as the parachute game and enjoy action songs for example, head shoulders knees and toes enthusiastically participating.

There are a good selection of malleable materials such as play dough, paint, corn flour, dry snow, sand and clay. Children use these to explore colour, texture and shape; for example, staff introduced the children to a substance that when water is added, it grows and looks like snow. The staff skilfully asked questions helping the children to predict what might happen next. When the children described their predictions they used size language such as bigger, growing and smaller. The children play with a variety of objects, they sort, order and count them encouraging mathematical development. The children are offered good opportunities to investigate number, sequencing and shapes, for example, when they play with compare bears, jump on the numbered balancing pods and complete puzzles. Children have opportunities to experiment with information and communication technology by use of computers both touch type and touch screen ensuring all children have access. Children learn about the world around them through role play such as when they have a vet practice or a call centre and use dressing up clothes such as a fire fighting uniform and police uniform; also through worthwhile topics such as 'people who help us, staying healthy and Spring'. They are introduced to a variety of cultures and traditions through the celebration of festivals and positive imagery within play resources.

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

The provision is good.

Children benefit from the positive partnership staff have developed with parents. Detailed information is recorded about each child to ensure parents' wishes are respected and children's individual needs are met. Parents are encouraged to record their babies home routine so that the same can be followed at nursery helping towards providing consistent care. The partnership with parents of children who receive nursery education is satisfactory. Parents are invited to review their child's progress by discussion with staff and reading the child's achievement record. Plans of activities are displayed for parents information. However, there is insufficient information given to parents about the Foundation Stage curriculum and how the nursery promotes this. Children with learning difficulties and or disabilities are very well supported because staff work closely with parents and outside professionals and there is an on site Special Educational Needs coordinator who ensures children's additional needs are identified and met. Children are encouraged to use sign language for some activities and there is access to specialised support.

Staff apply good behaviour management strategies and promote children's welfare and development. Children behaved well most of the time due to the staff's skilful guidance and stimulating activities being available to them. Children were observed to share, play cooperatively and show care and concern for each other.

Staff encouraged good behaviour by praising appropriately, providing adequate support and setting realistic boundaries. The variety of positive imagery both within play resources and displayed on the walls encourages the children to value each others differences and to feel a sense of belonging. The introduction of a variety of cultural traditions and festivals with the encouraging attitude of the staff help children to develop a positive attitude and respect for others. Children's spiritual, moral, social and cultural development are well fostered.

## **Organisation**

The organisation is satisfactory.

Children and parents experience a welcoming environment that is bright and colourful with approachable staff. Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. However, they do not always experience consistency of care because of the over reliance of agency staff to cover vacant posts.

Space and resources are well organised to create a stimulating environment where children are busy and occupied throughout the day. Policies and procedures mostly work well in practice and all required records are well maintained. The open door policy ensures parents are encouraged to express their concerns and opinions in a relaxed way. The strong links with outside professionals and on site expertise, ensure children with learning difficulties and or disabilities are fully involved in nursery life. The staff work hard to promote an inclusive environment in which every child matters.

The leadership and management of the nursery education are good. There is a strong ethos of continuing improvement and staff are encouraged to attend relevant training. The staff working with the funded children have a sound understanding of the Curriculum guidance for the foundation stage and how to apply this in practice to support children's development. Teaching is monitored by senior staff working alongside staff and regular one to one support sessions where strengths and weaknesses are identified. Commitment to develop the provision is further supported by seeking advice from an advisory teacher. The range and quality of activities provided for children ensure they make steady progress. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **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.

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## 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 the arrangements for staffing minimise the number of different carers for the individual child, particularly for children aged under two years.
- ensure daily risk assessments are thorough and that staff are aware of their responsibilities in protecting children from undue hazards.

### **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):

- improve the planning by devising a long term plan with close reference to the Curriculum Guidance setting the learning aims and opportunities for the whole group of children.
- give parents information about the Foundation Stage and how the nursery provides this.

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)