

Grace Neighbourhood Nursery

Inspection report for early years provision

Unique reference number

EY303169

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Inspector

Pritiben Patel

Setting address

Mulberry Park Childrens Centre, Boxgrove School,
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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Grace Neighbourhood Nursery was registered and opened in June 2005. It operates from a purpose-built building, which is shared with the Sure Start Children's Centre, in the grounds of Boxgrove School in Abbeywood, in the London Borough of Greenwich. Children mainly attend from the local surrounding areas. Two children have specific language needs. The nursery consists of a baby room and a large group room for children from two to five years. There is a fully enclosed outside play area. A maximum of 50 children may attend at any one time. The nursery is open each weekday from 07:30 to 18:00 for 50 weeks of the year. There are currently 42 children, aged from three months to under five years, on roll. The nursery receives funding. The nursery employs 20 permanent staff members (14 of whom, including the manager, hold an appropriate early years qualification), plus a pool of staff. Accommodation is accessible and suitable for all children and adults. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

The individual needs of the children are met well because staff are supportive of them and take good care to make sure that all are included. Children are safe and secure at all times and enjoy the activities provided for them. The provision knows itself well, but there is scope to sharpen self-evaluation in order to ensure that all children make even better progress than they do already. The capacity of the provision to maintain continuous improvement is good as all staff members work well together as a supportive team, under the guidance of experienced managers and leaders.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure self evaluation is robust, so that outcomes can be even better than they already are

The leadership and management of the early years provision

Clear procedures ensure that the nursery runs smoothly and efficiently on a day to day basis. Staff work cooperatively to ensure that children receive good quality experiences. Parents are welcomed and encouraged to participate in their children's learning. The nursery has an open door policy so that parents are able to discuss any questions they may have with staff at the beginning and end of the day. In addition, the provision has a 'contact book' so that each parent is well informed about their child on a daily basis. Leaders formally evaluate their work on an annual basis and are currently working towards completing the Ofsted self-evaluation document. Areas of the provision are also evaluated when a query is raised by a parent through a questionnaire. However, in order to further improve

the outcomes for all children, leaders have rightly identified that their evaluation systems need to be more robust. Staff at all levels are being consulted and are beginning to play their part in this process.

An area for improvement from the last inspection was to ensure that resources help pupils with specific needs. This has been effectively addressed. A sensory room is provided and is used very well by all children, as well as those with specific needs such as communication or language difficulties.

The nursery has good links with the local primary school. Children regularly observe the primary school's assemblies, for example. Meetings are held between the staff so that information about the children can be shared before children from the setting enter the school. There are also good links with a range of agencies, such as the fire brigade and a local dentist, all of whom have a positive impact on pupils' development.

The safety of children is of paramount importance here. Safeguarding arrangements are robust. Risk assessments for activities are in place, such as visits to local shops and the train station.

The quality and standards of the early years provision

Children make good progress because of good provision. Activities in areas of learning such as Knowledge and Understanding of the World and Problem Solving, Reasoning and Numeracy are stimulating and colourful. Adults make careful notes about children's progress and then use these to plan the next steps. 'Picture Profiles' are kept for all children so that significant developments are captured and recorded. Individual staff focus on a child each week, and produce a detailed report which then helps with planning. As a result, work is planned according to the interests of the children with interesting themes such as 'holidays' and 'people who help us' which have a positive impact on their enjoyment. Staff make learning playful and fun. For example, children were learning how to tell the time using the nursery rhyme, 'What time is it Mr Wolf?' Their development of good basic skills, along with their understanding of places around them, such as the train station and local shops, ensures that they are well prepared for primary school.

Not only do the children help contribute to staff planning, but their contribution outside the school is good, as they raise money for charity and sing hymns for the elderly. Their adoption of healthy lifestyles is good as they are given opportunities to make their own sandwiches, so that healthy options can be discussed.

Children have a range of activities from which to choose, such as reading, playing instruments or singing. There is a good balance between child-initiated activities and those directed by the teacher. Outdoor space is also used effectively and children freely move between the indoor area and the activities outside. Children are developing a good understanding about how to keep themselves safe. For example, a member of staff was very carefully going through with a group of children the steps you would need to take if somebody stopped breathing.

Children are respected and their individuality and cultures are celebrated through projects on Black History and Diwali. Transition is thoughtfully planned so that all children, including babies, settle quickly. Staff who work with the babies produce detailed notes on a daily basis for parents informing them about what the baby has eaten, how many hours the baby has slept as well as any other significant information.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made since the last inspection

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.