

# Seedlings Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY287094  
**Inspection date** 12/05/2009  
**Inspector** Michelle Smith

**Setting address** 9-11 Firs Close, Forest Hill, London, SE23 1BB

**Telephone number** 020 8291 3344  
**Email** enquiry@seedlingsdaynursery.co.uk  
**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 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

Seedlings day nursery has been registered since 2004. It is located in Forest Hill. The group operates from a self-contained building. Children have access to an enclosed outdoor play area. The nursery is open five days per week throughout the year. The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 53 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with learning difficulties and children that speak English as an additional language. Most staff have a recognised early years qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff have a good knowledge of the children they care for, which allows them to meet the individual needs of the children. Children access a secure environment, where they play, learn and socialise with others. The nursery provides play materials for boys and girls and promotes inclusive practice very well. Staff work effectively in partnership with parents and other services to support children's learning. Management and staff identify areas to improve and strive for continuous improvement.

## What steps need to be taken to improve provision further?

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

- make sure the book and home corner is organised and presentable for children throughout the day
- make sure the dustbins located in the children's bathroom have covers
- make sure all accident forms are completed accurately with the required details.

## The leadership and management of the early years provision

The staff provide children with an environment that is well maintained. Children are welcomed on their arrival and join in happily with their friends. Parents are provided with verbal and written feedback on a daily basis. There are systems in place for gathering information from parents, regarding children's specific needs, such as dietary requirements, religious and cultural backgrounds. For example, they request key words for children with English as an additional language, in their native language from parents. Children's individual needs are met and inclusive practice is promoted.

There are plenty of opportunities for staff to update their knowledge in different aspects of childcare, through training. For example, the role of the key person, safeguarding children, first aid and planning and observations training. Five

members of staff are currently undertaking level 4, 3 and 2 in childcare. They have a positive approach towards improving their service. For example, recently they reorganised the nursery, which has impacted positively on the way children access activities throughout the day. Staff benefit from in house training sessions, where they learn from others and bring ideas. Therefore, providing opportunities for staff to develop a good relationship with their team members and establish effective team working.

There are written policies and procedures in place, including a complaints procedure. The nursery have completed a self-evaluation form. They are aware as to where improvements need to be made and some of these are already being addressed. The manager and staff are clear in the procedures to take in safeguarding children. Staff have updated their knowledge in safeguarding children procedures through training. There is a safeguarding children's policy and a procedure for allegations made against staff. Management work well together and make themselves available to staff and parents throughout the day. Staff work with other professionals to meet the needs of the children. For example, the Early Years Intervention Team.

All safety equipment is in place and in working order. For example, smoke alarms and safety equipment such as fire extinguishers are serviced as required. Risk assessments are completed before outings; also both the inside and outside area.

## **The quality and standards of the early years provision**

Overall, the quality of the provision is good. The staff provide children with play opportunities that are in line with the Early Years Foundation Stage (EYFS). For example, they enjoy planting Strawberry and Petunia seeds. Therefore, developing an understanding of nature through first hand experiences. Children settle well and enjoy their time at the setting. They enjoy circle time in small groups, where they sing songs and listen to stories. The staff provide children with a range of different play experiences in a calm and relaxed atmosphere. Children are encouraged to make choices from a range of activities, such as free painting and art activities. This was evident through the range of creative displays of children's work throughout the nursery. Children take part in adult led activities, where they develop an understanding of number positions. Staff use these sessions to reinforce children's knowledge in different aspects of the EYFS. They can identify different numbers and confidently share what they know. There are opportunities for children to access different ranges of writing materials.

Children benefit from opportunities to play independently or in group games, children are becoming aware of turn taking and developing a positive attitude towards sharing. For example, a child wanted to be the helper for the day and staff explained that they had to take turns in this role. Staff communicate very well with children and develop close relationships. Staff interact and talk to children in a friendly manner. Staff provide children with different creative activities daily. They enjoy different hands on experiences and develop an understanding of textures. There is a well developed outdoor area, where children can access a wide range of different play opportunities, such as role play, puzzles and games. A group of boys

enjoyed an active session of football in the outdoor area. They play cooperatively with each other. Children enjoy balls, hula hoops and different riding equipment, such as tricycles. Therefore, developing their physical skills and coordination skills. The outdoor area is set up with play equipment for all ages. For example, push along toys for younger children. This means all children's age and ability is taken into account when planning the outdoor area.

Children communicate very well with their friends. For example, two children talked and played with cars in the tree house. Children can count from one to 10 and beyond; also children enjoy number songs, which helps them develop an understanding of simple addition and subtraction. Staff get involved in the children's play and make it a more meaningful experience. For example, staff play in the water with children in the outdoor area. Children enjoy different play opportunities that are age appropriate and interesting. Staff openly praise the children for their achievements. This helps children develop positive self-esteem and self-worth. Children are well behaved and enjoy being with each other. Staff are very skilled in distracting children and get them engaged in listen games to help manage their behaviour. For example, Simple Simon Says. Younger children benefit from a flexible routine that meets their individual needs. Staff know the children very well, including their likes and dislikes.

Staff have a flexible approach towards children's learning and provide adult and some child led play experiences. Children interact with children and adults from a diverse cultural background. Staff provide play materials for boys and girls, which is accessible to all children promoting inclusive practice. There is a range of play materials that reflect positive images of different cultures and disability. Children are becoming aware of people that help us in the community, through outings and visits from different services. Children have access to programmable equipment, such as a tape recorder, learning aids and a computer with a variety of different educational programmes. There is a book and home corner, where children access books and take on different roles. However, this area is not well organised.

Staff provide parents with verbal feedback, with regard to activities they plan to do with children and what they have taken part in during the day. There are systems in place for gathering information from parents in relation to their children's starting points and additional needs. Curriculum planning is completed. Staff complete observation on children and use details to plan the next steps of children's learning. Staff work very well with each other for the transition from one group room to another. Parents are actively involved in the process. This contributes to working in partnership with parents and impacts positively on children. They have implemented a system for gathering information from parents in regards to children's starting points and the key person uses this information to help the child settle and get familiar with the setting. They complete baseline assessment on children and use information to update children's progress reports. They make effective use of the parents' notice board, detailing feedback from recent and upcoming events. Management have provide opportunities for parents to access training. For example, basic first aid.

There are systems in place for recording accidents and medication administered to children. However, not all accident forms are completed with the relevant details.

Children's health is protected through the clear procedures in place for caring for children that are unwell. For example, children with infectious illness are not permitted. The bins in the bathroom do not have covers. Staff talk to children about the benefits of healthy eating and provide children with healthy snacks, such as fresh fruits. Children have access to drinking water throughout the day. Located in the preschool group room is a water station, where they access water independently. Therefore, developing their self-help skills. Staff work in partnership with parents to promote healthy eating. They have access to well balanced meals that include fresh vegetables.

Staff promote good hygiene practice well with children. For example, children wash their hands before meals or use a antibacterial hand wash at snack time. Staff wear appropriate clothing when sharing food. For example, disposable gloves. This help minimise the spread of infection and protects children from cross infection.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

