

New Eltham Day Nursery

Inspection report for early years provision

Unique reference number EY286821
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Inspector Silvia Richardson

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

New Eltham Day Nursery is one of the group of 114 nurseries run by Asquith Nurseries Limited. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened fifteen years ago and operates from seven rooms in two separate buildings, adapted from a sports annex. Children are grouped according to age. The nursery is situated in the New Eltham area of the London Borough of Greenwich. A maximum of 122 children may attend the nursery at any one time. The nursery is open from 07:45 to 18:00 for 51 weeks of the year. All children share access to secure, enclosed outdoor play areas. There are currently 119 children aged from three months to five years on roll. Of these 29 receive funding for nursery education. Children come from a wide catchment area, as most of the parents travel to work in the City of London or the New Eltham area. The setting supports a number of children who speak English as an additional language and are prepared to include children with learning difficulties and/or disabilities. The nursery employs 26 staff and of these, 18 including the manager, hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy, settled and thriving in the setting, because adults create a secure and stimulating environment. Children enjoy an excellent range of activities across all six areas of learning, helping them make good progress towards the early learning goals. Adults are very attentive to children as individuals, valuing the uniqueness of each child and ensuring care routines flow with their needs, promoting their welfare. Strong leadership is supporting group leaders in developing inclusive practices in their group rooms, so that all children have and enjoy access to facilities and resources, promoting choice and independent learning. Capacity for continuous improvement is outstanding. Management have effectively raised standards since the last inspection, through thorough and proactive self evaluation, taking positive steps to bring about good outcomes for children.

What steps need to be taken to improve provision further?

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

- encourage children to explore and experiment across the full range of provision, including resources reflecting diversity, and develop the use of visual images, helping children communicate and express their wishes and feelings
- develop children's knowledge and understanding of healthy eating and the importance of exercise to their health

The leadership and management of the early years provision

The senior management team is committed to developing and promoting the highest standards of care and learning for children, effectively evaluating what is working well and less well. Self evaluation is outstanding, because it has successfully identified and addressed areas that have a direct, positive impact on 'every child matters' outcomes for children. Management tackle development areas with a team approach, so that all staff are involved and adopt a sense of ownership. Effective support for team working is enabling staff to ensure routines and schedules are consistent and familiar for children, so that they are secure, settled and have a positive disposition to learning. Leadership is strong and provides a 'hands on' approach, so that staff are provided with excellent role models for good childcare practice. Management are currently working on improving outdoor resources, ensuring that the children have a much better experience, including the introduction of a 'forest school', incorporating the principle of enabling environments, for learning about the natural world. The setting has been fully refurbished providing child friendly furniture and resources, actively supporting accessibility and inclusion.

Partnerships with parents and carers are good, because staff are on hand after each session, to discuss each child's individual day. The Baby Unit has daily information books for parents to read and add their input. Key persons are available on parents' evenings, which are held three times a year, to have a more in-depth conversation regarding each child's learning and development. Whether the child is a new starter, or joining a new room, the parents are given a settling-in report, to inform them of how their child is doing. Parents are also given a questionnaire at this time, which enables them to raise any issues they may have. A good deal of written and illustrated information is available and displayed around the setting, including photographs of children taking part in activities, keeping parents, carers and visitors to the setting well informed, particularly about the Early Years Foundation Stage principles. Clear written information is also displayed for staff, enabling them to follow appropriate policies and procedures for the setting, including promoting the good health of children and helping them to stay safe. Children are safeguarded in the setting should child protection issues arise, because staff know what to look out for and how to record and report any concerns.

The quality and standards of the early years provision

Children's base rooms are very well organised and attractively set out with a wealth of interesting and stimulating resources, so that children are able to easily access activities and make choices from the range available. Play materials are provided throughout the day across the six learning areas, including a good balance of indoor and outdoor experiences. Adults actively encourage children to make the most of their chosen activities, by sitting with them, talking to and playing with them. Adults introduce language and concepts, help children with problem solving and reasoning and develop children's confidence and skills through repetition. Children concentrate and focus on what they are doing for lengthy

periods, because they are well supported by warm, caring adults, who help them feel secure and good about their achievements. Children have favourite activities and adults are keen for children to take part in those in which they particularly enjoy. However, as a result, some of the learning intentions for activities are missed, because children are not always steered towards or encouraged to try different things. Also some of the excellent resources reflecting diversity and portraying positive images of differences are not used proactively by adults with the children, leading to some gaps in their knowledge and understanding.

Adults observe what children do and clearly record their achievements in their 'learning journey's'. This information is used in partnership with parents, to help plan for the next steps in children's learning. Adults are monitoring children's interests and the activities they choose, but there is little information regarding which activities are of less interest to children. As a result some skill areas may be underdeveloped. Children with English as an additional language are supported well with dual language indicators, such as labelling objects in both English and the child's home language. Children with learning difficulties are integrated successfully, with plans in place to support their specific needs. The use of picture exchange communication systems are not widely used across the setting, so communication for some children is a little more difficult than for others. Arrangements for meals, snacks and drinks are ensuring children are well nourished and well hydrated throughout the day. The setting for meals is relaxed, sociable and developing independence, although there are some missed opportunities for learning through discussion, about healthy eating and the importance of exercise. Children's welfare needs are effectively addressed, because care routines are tailored to the individual needs of children. Adults cuddle, comfort and reassure children, promoting their wellbeing in the setting.

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.	1

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?	1
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met