

Old Palace of John Whitgift School (The Limes)

Inspection report for early years provision

Unique reference number	EY376554
Inspection date	28/04/2009
Inspector	Jane Elizabeth Chappell
Setting address	2 Melville Avenue, South Croydon, Surrey, CR2 7YN
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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).

Description of the setting

The Limes Nursery is part of the Old Palace of John Whitgift School Foundation and has been registered since 2008. The nursery operates from adapted school buildings situated within the school grounds. It is located in a residential road in South Croydon, which is within the London borough of Croydon. The area is well served by public transport and the nursery is within walking distance of shops and local amenities. Nursery rooms are based over the ground floor and has wheel chair access. A number of outside areas are available for outdoor play. The nursery is open from 07:30 to 18:00, Monday to Friday for 51 weeks a year. The nursery serves the local community.

The nursery is registered on the Early Years Register to care for up to 84 children in the early years age group. There are currently 47 children on roll. Staff are experienced in supporting children with learning difficulties and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions throughout the week.

There are 17 members of staff who currently work with the children. All of the staff hold relevant childcare qualifications. The nursery receives support from the local authority through an early year's advisor.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery promotes all aspects of children's welfare and learning effectively. Children are safe and secure and enjoy their time at the welcoming, inclusive setting. The nursery has good partnerships with parents and outside agencies, which benefits and enhances the care of all the children. This means that children make good progress given their age, ability and starting points. Regular self-evaluation results in priorities for future development being identified and acted on demonstrating the nursery's commitment to continual improvement.

What steps need to be taken to improve provision further?

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

- continue to develop planning so that it consistently includes outdoor play opportunities for all children
- provide more regular opportunities for older/more able children to become independent through everyday routines.

The leadership and management of the early years provision

The nursery is led and managed by a very enthusiastic and motivated team and this positive attitude is reflected in good practices and contributes significantly to

children's safety and wellbeing. Robust recruitment procedures ensure that all staff who work with the children are appropriately vetted. A comprehensive induction is in place, which means that staff are familiar with policies and procedures and implement them consistently in practice. Children are safeguarded because staff have a good knowledge of appropriate child protection procedures, which is underpinned by the effective policies in place. Space and resources in the nursery are well organised ensuring that the environment is well planned and accessible for all children.

The nursery is committed to continuing improvement and are proactive in identify training needs and accessing relevant training. As a result all of the staff team hold relevant early years qualifications and are first aid trained. The nursery actively seeks the views of all of the staff and the parents through team meetings and parent questionnaires and use this information to form part of the self assessment process. Resulting in the nursery effectively identifying strengths and weaknesses. This enables the management team to set clear targets for development that lead to improved outcomes for children. For instance, the nursery and parents have identified the outdoor area as an area for improvement in order to extend outdoor experiences for children across all areas of learning. This demonstrates a strong commitment to ongoing future development and a good capacity for continual improvement.

Parents are warmly welcomed into the nursery and there is a good two-way flow of communication between staff and parents, which help children, experience good levels of continuity of care. Detailed information is gathered about each child from their parents as they start. Staff use this information meaningfully to be aware of children's starting points to be able to offer an appropriate learning and caring environment. This is then continued through both daily verbal communication and the use of contact books. The open door policy welcomes parents who are also encouraged to come into the setting and share their knowledge with the staff and children, such as festivals that are celebrated at home. The nursery has also developed links with the local reception class teachers and other professional agencies, such as the speech and language therapist. Ensuring that all children are fully supported within the inclusive environment.

The quality and standards of the early years provision

Children enjoy their time at the setting as they are occupied, stimulated and cared for by a team of committed staff who understand that each child is individual and plan activities accordingly. All staff know the children well, they skilfully adapt and/or extend activities freely chosen by children to ensure they are sufficiently challenged. Children have access to a wide variety of resources that are well organised so that they can select items for themselves, which supports their growing independence. Children are inquisitive and ask a number of questions that are answered sensitively and patiently by staff. Staff, in turn use a range of open questions to encourage children's critical thinking and to extend their learning, for example asking the children what foods they are going to cut out and put into their book of healthy foods and why they think these food are healthy.

Children's health is promoted by the setting as they learn good hygiene practice through everyday routines of washing hands and cleaning their teeth. They benefit from meals and snacks that are freshly prepared on the premises and cater for their individual dietary needs. Although, opportunities for the older/more able children to become more independent through the daily routines are not consistently utilised. For example, setting the table and serving themselves more fruit at meal times. Children of all ages have lots of daily opportunities for outside play in the many outside play areas. They eagerly play outside planting seeds, pushing themselves along in the cars, sliding down the slide, and using the bats, balls and skipping ropes to develop their skills. However, planning does not currently include outdoor activities for all ages of children, to ensure they make good use of all the learning opportunities available.

Behaviour is good throughout the setting as staff have put suitable strategies in place for all children. Children learn to take turns and be kind and considerate to each other through daily play and gentle, sensitive reminders from staff. Staff warmly praise all efforts which helps children to develop the confidence to express their own ideas and to try new challenges. Children's written assessments are clearly recorded to identify how the children accomplished the learning intention the staff have observed. Consequently, the children's next steps for learning are clearly identified. These observations and assessments the staff carry out are then used to inform planning for all children which helps to meet children's individual needs. This contributes to the strong progress they make. Children's starting points are clearly recorded which shows the effective progress the children are making with their development.

Children throughout the nursery enjoy books and stories. Younger children cuddle up with staff to look at pictures, and older children listen attentively to their favourite story, joining in with well-known phrases in both English and French. Older/more able children are encouraged to develop early writing skills and some are starting to form recognisable letters. Children learn about the world around them through topic based activities such as people who help us including visits from a variety of people such as doctors. Children enjoy squashing and squeezing the shaving foam through their fingers, moving their hands around in the trays. They skilfully use the scissors to cut out the pictures of what is healthy to eat, and re-create objects such as ambulances through junk modelling. Children confidently self select from a good variety of crafts from the creative trolley. All children are happy and stimulated throughout the day and thoroughly enjoy their time at the nursery.

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

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