

Very Young Village

Inspection report for early years provision

Unique reference number	EY376331
Inspection date	21/04/2009
Inspector	Rebecca Elizabeth Khabbazi
Setting address	Very Young Village, 18 Selhurst Place, LONDON, SE25 5PY
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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

Very Young Village opened in 1990 and was re-registered due to a change in company ownership in 2008. It is one of three nurseries operated by Abacus Childcare Settings Ltd. The setting runs from a converted single storey church hall in a residential area of Selhurst within the London Borough of Croydon and serves the local area.

The nursery opens five days a week all year round, from 08:00 until 18:00. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for 28 children in the early years age range at any one time and there are currently 31 children on roll.

There are eight members of staff who work with the children. Seven members of staff have relevant childcare qualifications and one is currently working towards a qualification.

The setting receives support from the local authority through an Early Years Advisor.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All aspects of children's welfare and development are promoted effectively and children are safe and well cared for at the setting. Children benefit from an inclusive environment where staff's well developed knowledge of their individual needs ensures they make steady progress in their learning. The management team have a clear understanding of the provision's strengths and areas for improvement and ensure that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- develop staff's skills in building on child-led activities, and in using observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- increase the involvement of parents in the assessment of their child's progress and in agreeing and reviewing their next steps

The leadership and management of the early years provision

Children benefit from a consistent staff team who have clear roles and responsibilities and work together well. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children, which helps safeguard children's welfare. All required policies and

procedures necessary for the safe and efficient running of the setting are in place and are regularly updated and reviewed. A thorough induction process and regular opportunities for team meetings and training ensure that staff keep up to date with current procedures and implement them effectively in practice. The management team regularly reflect on the service provided and also use feedback from staff, parents and children to evaluate the quality of the provision. They identify clear targets for development that lead to improved outcomes for children, for instance by reviewing the layout of the setting or ensuring staff have training in a particular area. There are positive relationships between staff and parents, and good day to day verbal communication ensures children experience consistent care. Parents are kept informed about the provision through the prospectus, newsletters and the notice boards. They have some opportunities to discuss their child's progress with staff although they are not currently involved in the process of agreeing and reviewing the next steps for their child's learning.

The quality and standards of the early years provision

Children are cared for in safe, welcoming premises where they settle quickly. They grow in independence as they access a wide variety of age-appropriate resources that are stored so they can choose things for themselves. Children learn to keep themselves safe when staff explain why it is important to make sure their friends can't trip over the train track, or when they learn to use tools and equipment carefully. They follow simple good hygiene routines such as washing their hands before the eat and after they use the toilet, and staff conscientiously implement the clear nappy changing procedures to help reduce the risk of cross-infection. Children benefit from nutritious meals and snacks that are freshly prepared on the premises and take into account their dietary needs. They eagerly finish their lunch and are keen to serve themselves second helpings.

Children have good relationships with staff and each other throughout the nursery and the small size of the setting helps ensure staff know children well. Staff are warm and responsive and younger children enjoy cuddles with a familiar carer. Children throughout the nursery take part in a wide variety of indoor and outdoor activities and experience a balanced routine across the day. They are keen to communicate and they use language well to start conversations and share their news. Children of all ages enjoy sharing books with a member of staff and older children begin to recognise the sounds that letters make as they play a matching game at the table. They solve simple problems when they work out how many more plates or forks they need at lunch time. Children show fascination as they discover that a magnet will stick to the metal legs of the table and have fun using their senses to explore 'crazy foam'. They play cooperatively together, using their imaginations to act out a story with the cars and garage, or in the role play area.

Staff emphasise a child-led approach to activity planning, which ensures children are motivated and interested in what is provided. However, at present staff are not always confident in extending spontaneous learning and consequently some activities lack focus and challenge for children. In addition, although staff make regular observations of children's achievements and identify their individual next

steps, these are not yet consistently threaded through into activities to ensure they build on children's existing knowledge and skills.

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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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