

Plumstead Manor Nursery

Inspection report for early years provision

Unique reference number EY224240
Inspection date 14/01/2009
Inspector Ann Sydney

Setting address Plumstead Manor School, Old Mill Road, Plumstead,
London, SE18 1QF
Telephone number 0208 855 0124
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Plumstead Manor Nursery, previously known as Plumstead Manor Pre-School was registered in 1992. In January 2009 it moved into new purpose-built accommodation: two large rooms within a part of Plumstead Manor secondary school. The nursery has a fully enclosed outside play area, toilets, kitchen area and spaces for rest and sleep.

The nursery is registered on the Early Years Register to care for 30 children in the early years age group, including up to eight two year olds. There are currently 20 children from three to five years on roll. This includes funded three and four year olds. The setting supports children with learning difficulties and disabilities, and children whose first language is other than English. Children attend a variety of sessions over five days a week during school term times. Sessions are from 09:15 until 15:15.

There are three part time and three full time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working toward a recognised early years qualification. The setting receives support from an advisory teacher and from the Early Years Development and Childcare Partnership (EYDCP). The Nursery has its own management committee separate from Plumstead Manor School.

Overall effectiveness of the early years provision

A well-established team of staff provide good quality learning experiences and care for the children. The new accommodation has added to children's enjoyment. 'You've got them skipping and running!' one parent said. Staff have successfully forged close partnerships with parents and carers and provide useful information to help children learn better. Consequently, children make good progress towards the early learning goals, especially in their personal development. It is an inclusive environment where children play and learn together harmoniously in an atmosphere of security and well-being. All staff are continually looking for ways to develop their practice, demonstrating good capacity to sustain improvement.

What steps need to be taken to improve provision further?

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

- extend the current good practice in teaching early writing and phonics to all children
- improve the system for monitoring and appraisal of staff
- make more imaginative use of the outside area

The leadership and management of the early years provision

Leadership and management are good. The team have worked together for six years and know each other's strengths. Training needs are identified and met. However, there is no formal appraisal and monitoring which would celebrate their strengths and indicate further training, for example, in the teaching of phonics. Adults are deployed well. The key worker system enables each child to be known individually and their needs to be met through individual planning and assessment. The staff work as a team to identify gaps in provision. Risks are assessed and plans agreed with clear priorities for improvement. The manager has been instrumental in organising resources of a high quality in the new building and identifying opportunities for improving provision. There is a shared commitment to continuous improvement. However, there are not enough protected time-slots for the whole team to be involved in shared self-evaluation and planning. Adults are vigilant and protective but need to ensure that morning safety checks are made on the outside play areas. Staff have forged good relationships with parents and carers from a wide variety of cultures. Checks on the suitability of staff have been carried out. All staff are aware of the learning needs and the educational expectations for children this age. A behaviour policy is in place and it is followed so that children are managed consistently. There is continuous assessment and each key worker focuses on one child in her group each week for close observation. Information is shared daily with parents and carers. Good support is given children with special educational needs so that they are fully included, learning and happy. Partnerships with other agencies are strong so that children with identified and possible learning difficulties are well supported. The considerable demands of moving into new premises have been handled well so that there has been a smooth transfer for children, staff and parents. Some opportunities, for example, creating an exciting outdoor space are still to be realised.

The quality and standards of the early years provision

Children, staff and parents are all delighted with the new environment of the nursery. It provides new opportunities for outdoor play and learning and a quiet, calm indoor setting. Children are provided with good opportunities to make progress particularly in their physical and personal development. Information on children's interests, achievement and needs is collected on entry and this is used well in daily planning. It supports children with learning difficulties and disabilities, and those with English as an additional language, very well. Staff can all use basic Makaton sign language, and some children use this to support their speaking. The environment is well organised, ready for the children in the morning to give a wide variety of experiences and learning. Most are chosen by the children and some activities take place outdoors. Some children choose mark making and writing in a variety of ways, using large brushes and water, paint and more orthodox pencil and paper. Teacher-directed activities include story-telling, where, for example, a mixed-age group were engrossed in the tale of the 'Blue Kangaroo'. Opportunities for picking out rhyme and rhythm in songs and stories are used to introduce these early learners to phonics. However, there is no structured phonics teaching for all

children every day. There is a very wide range of ability in the nursery with some three-year olds able to count beyond 30, and some four-year olds able to write short, regular words, while others are non-verbal. Children make only satisfactory progress with their literacy and mathematical development because of the lack of a structured daily programme, but good progress in their physical, creative and personal development.

Personal development is good because this is given strong emphasis by staff. Each child is allocated to a particular member of staff, their key worker, who takes a particular interest in their welfare and learning. Lunchtimes are social occasions where small groups join their key worker to eat their healthy packed lunches. Children are introduced to new routines, such as taking the register. They answer in a range of languages, and to their delight, learn how to answer in another language. Children are developing very positive attitudes to diversity, meeting others from a wide range of backgrounds in this multicultural community. Some resources reflect the community, but even more could be done. In this first week in the new building children were keen to explore their new surroundings and equipment. Most of them can take turns, and others are gently encouraged. Almost all children settle well, while children with separation anxiety on the first day are dealt with sympathetically. One girl, on her first day, was engrossed in confidently styling a doll's hair and singing while she worked. Children quickly develop independence because they are able to choose their activity from the wide range on offer, and choose their own snack. Planned trips include learning how to use the zebra crossing safely. Staff ensure that children wash their hands before eating and are vigilant about children's safety and welfare, ensuring that there is supervision at all times.

Children enjoy all the activities that the nursery has to offer and with prompting, will tidy up after themselves. One child, leaving reluctantly in the afternoon, said 'Can I do just one more painting?'

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?	1
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?	3
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?	3
How well are children helped to be healthy?	1
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?	3

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 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

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

Since the last inspection there have been no complaints that required the provider to take any action

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.