

Lemongrove Day Nursery

Inspection report for early years provision

Unique reference number	EY384857
Inspection date	25/06/2009
Inspector	Susan Linda Capon
Setting address	2 Hook Farm Road, BROMLEY, BR2 9SX
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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

Lemongrove Day Nursery was registered in 2009. It is a privately owned nursery situated in a residential area of Bromley in the London Borough of Bromley. The nursery is made up of two playrooms with associated toilets, an office and a kitchen. There are two secure outdoor play areas.

The nursery is registered on the Early Years Register to care for a maximum of 24 children in the early years age group at any one time. There are currently 22 children on roll. Children attend from the local area and for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and children who have English as an additional language.

The day nursery is open between 08.00 and 18.00 each day for 50 weeks a year.

A team of seven staff, including the provider, care for the children. Of these, five staff hold a relevant childcare qualification. The nursery also has a cook.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Every child's individual needs are well met at all times, enabling them to develop and progress appropriately through the early learning goals at their own pace. All staff are conversant with the Early Years Foundation Stage curriculum, providing an interesting and stimulating programme of activities each day, keeping the children occupied and interested. The nursery is developing inclusive practise in all areas of the provision, ensuring every child's personal needs are incorporated into the daily programme. Extensive risk assessments implemented indoors, outdoors and on outings, ensures the children's ongoing safety at all times.

The nursery team are developing their self-evaluation of the newly opened provision and the care they offer parents and children. They have clear plans for future improvements to the garden area, enabling children to safely use this all year round. Staff have developed good relationships with all parents, enabling them to be fully involved in their child's day to day care, learning and development.

What steps need to be taken to improve provision further?

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

- extend opportunities for the pre-school children to be more involved at meal times, enabling them to develop their independence skills.
- continue to develop the current plans for improving the garden area, enabling children to enjoy this area throughout the year.

The leadership and management of the early years provision

The provider and her newly formed staff team work extremely well together, providing good quality care for all the children attending. All staff feel valued as they are involved in the planning and daily arrangements for the nursery. Staff implement the policies and procedures consistently throughout the provision, enabling everyone to understand how these underpin the day-to-day running. All the children are well safeguarded through rigorous employment checks, ensuring everyone is suitable to work with children.

The nursery currently undertakes an informal approach to self-evaluation as it is a newly opened provision. Documents are in place for parents and staff to formally express their views about the quality of care provided and this information will be used to continually self-evaluate the nursery on a regular basis. The staff team have clear ideas for continuing to develop the nursery and provide quality care for the parents and children at all times. Ongoing risk assessments ensure children are continually safe and secure. For example, staff remove dangerous equipment immediately, preventing unnecessary accidents. The staff work hard to ensure all children are fully included. Young babies' personal routines are incorporated into the day, promoting continuity of care. Staff help children with English as an additional language settle quickly and feel at home, as they learn some words from children's home language. Good systems are in place for supporting children with learning difficulties or disabilities, as staff liaise closely with the child's parents and other professionals involved in the child's care.

The provider and her staff team have worked hard to develop good relationships with their parents. Parents receive quality information via the notice board, newsletters and daily written records of their child's day. The group's policies and procedures are readily available to them, ensuring they are conversant with the group's ethos and day to day operational practises.

The quality and standards of the early years provision

Children spend their day in a homely, bright, light, warm and welcoming environment. All parents and their children receive a warm welcome from all staff, making them feel welcomed and valued. Children settle quickly and have developed good relationships with the staff and other children attending. Children proudly show one another their displayed artwork, developing their self-esteem and confidence. For example, the numbers they painted in the pre-school room.

The children's welfare and safety is paramount to all the staff. High adult to child staff ratios each day ensures children are fully supervised throughout the setting. Staff support one another well as the children move around the provision. For example, when they use the toilets down the corridor or go outdoors to play. The premises are extremely safe and secure, preventing any child leaving unnoticed. All visitors are vetted prior to entry and sign in and out of the provision. They are never left alone with the children at any time, maintaining the children's safety at all times.

Children have an excellent awareness of the importance of developing a healthy lifestyle. They all enjoy healthy home made food, incorporating fresh fruit and vegetables each day. Several children have specific dietary needs, relating to eating meat. The cook provides vegetarian meals for everyone, preventing anyone feeling left out or different. Young children and babies use appropriate equipment at mealtimes and are encouraged to feed themselves when appropriate. Older children currently have limited opportunities to be fully involved at meal times, preventing them developing their independence skills. For example, staff lay the table, serve the food and clear the dirty plates away. Everyone follows good hygiene routines throughout the nursery, minimising the spread of infection wherever possible. For example, staff wear gloves for nappy changing and for preparing and serving food. Children understand the importance of using sun cream and wearing a sun hat in the hot weather. Gazebos in both gardens provide good shade when the weather is particularly sunny and warm.

Children enjoy ample opportunities to develop their physical skills as they play outdoors each day. They enjoy pedalling a bike, rocking on the rocker with their friends or doing a jigsaw puzzle. Babies and toddlers particularly enjoy splashing in the water tray and exploring the sand.

Staff effectively incorporate the Early Years Foundation Stage curriculum into their daily activities. They skilfully support the children's learning and development as they play with the children at their level. For example they discuss how the sand feels, introducing new words like coarse, runny and gritty. Regular observations are undertaken, identifying children's progress and future developmental needs. Staff use this information to formulate the groups planning, enabling each child to develop at their personal rate. Good evaluation of activities ensures suitable changes are made when required. A flexible approach to the plans ensures children's own ideas are incorporated when suitable. For example, children decided to hand paint and not use the dinosaurs at the painting activity, repeating something they had enjoyed the previous week. Staff ensure there is a suitable balance of adult-led and free choice activities, during the day and all areas of the curriculum are covered equally. Excellent information gathered from parents, regarding their child's initial abilities on entering the nursery, enables staff to aid children's ongoing development and progress. Staff encourage parents to see their child's portfolio, keeping them involved in their child's development and progress.

Children enthusiastically enter the setting as they look forward to seeing the staff and participating in the activities provided. They eagerly share their news with one another and the staff team as they develop their language skills. Children freely access the well organised resources which are stored in clear boxes, labelled and include a picture, enabling all the children to help tidy away at the end of the day. Younger children enjoy playing with shape sorters, putting the shapes in and out of the container. They clap their hands in glee and babble away as they eagerly wait for their dinner to arrive. Older children understand the importance of playing quietly when the babies are asleep. Children enjoy regular opportunities to explore a wide range of materials including sand, water, dough, paint and glue. Children recognise a wide range of shapes, including a star and circle. They count the five scoops of sand as they fill the truck and recognise the numbers nought to nine as

they successfully complete a number puzzle. Children enjoy discussing how the ice in a glove feels and enjoyed exploring the snow in the garden. They are developing their scissor control as they undertake art and craft activities. Some children spend a long time creating their own models from the bricks. For example, one child made a church. Parachute games and What's the Time Mr Wolf are firm favourites with all the children. They also enjoy looking at the zoo animal photographs as they recognise a wide range of wild animals, including an elephant and meerkats. Children play cooperatively together as they agree the rules of their game in the home corner and when they play with the dinosaurs. They work together to complete a puzzle and share the equipment well when playing with the dough. All the children enjoyed their walk to see the horses in a nearby field. They enjoy regular opportunities to learn about other people and the world about them through the freely available resources, including books and figures. Children attend from a variety of backgrounds and learn to respect one another as they play together. All the children are developing their understanding of the group rules and know they should be kind to one another. Staff quickly and calmly help children resolve any minor disputes over the toys and equipment, enabling the children to quickly settle down and play harmoniously together again.

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?	1
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?	2

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