

The David Nicholas Nursery Centre

Inspection report for early years provision

Unique reference number	138224
Inspection date	07/10/2009
Inspector	Vicky Turner
Setting address	Bond Primary School, Bond Road, Mitcham, Surrey, CR4 3HG
Telephone number	020 8687 1356
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The David Nicolas Nursery Centre opened in 1991. It operates from one room in a building situated in the grounds of Bond Primary School which is based in Mitcham, Surrey. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:30 during school term times. Children may attend full day care or morning sessions from 08:00 to 13:00 and/or afternoon sessions which are from 12:00 to 17:30. There is a secure enclosed outdoor play area.

There are currently 27 children aged from six months to under five years on roll. Of these, three children receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications, including one member of staff with a Degree in Early Childhood Studies and Early Years Professional Status. The nursery has successfully completed the Effective Early Learning (EEL) quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The quality of provision in meeting the needs of its children is outstanding. Children's welfare is a key strength which means that children play and learn in a safe and secure environment. Excellent partnerships with parents, carers, the local school and other agencies, ensure that children's individual and additional needs are well met, so that children make good progress. Regular self- evaluation by the manager, staff, parents and children identifies areas for development and reflects a good capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- create a print rich environment so that children begin to understand that print carries meaning
- continue to develop staff expertise in all areas of the Early Years Foundation Stage so as to sustain continuous improvement.

The effectiveness of leadership and management of the early years provision

The manager provides effective leadership for a team of highly committed, well qualified and motivated staff. She is committed to developing staff expertise, and has identified their training needs. The setting is particularly well managed due to the meticulous organisational skills of the manager. Comprehensive safeguarding policies and procedures and rigorous recruitment and vetting procedures ensure that the staff are suitable to work with children. All members of staff receive updated safeguarding and child protection training and also carry out daily and yearly risk assessments, all of which contribute to keeping the children safe. The setting is pro-active in preventing infection and the spread of disease and has recently introduced the use of sanitizers around the nursery to minimise the risk of the swine flu infection. The premises are well secured by an intercom system and visitors' identities are checked before gaining access into the building.

This is an inclusive setting which means that children's needs, irrespective of their differences, are particularly well catered for. Parents say that: 'The settling in programme is aimed at individual children's needs', and that the adults 'develop sensitivity and empathy among the children'. All resources are accessible by all the children. The manager and staff are taking effective steps to close the achievement gap between genders. Training on 'Getting it Right for Boys' has enabled staff to plan more suitable activities to improve boys' achievements. The manager is the Special Educational Needs and Disability Co-ordinator and works particularly well with external agencies and the support worker to support children with additional needs. Dressing up clothes and toys reflect children's diverse backgrounds.

The setting has established effective partnerships with a range of other agencies as well as the primary school to ensure that the children's needs are met. Partnership with parents is excellent and very effective. Parents feel that the provision is 'excellent'. Parents are 'very happy' with the standard of care that their children receive. They say that staff are 'dedicated, warm and friendly' and 'very aware of children's individual needs'. There is a 'homely feel' to the nursery and children are taught 'independence'.

The manager and staff constructively evaluate the provision, involving parents and children. This process has highlighted the setting's strengths and identified areas for improvement. Improvement priorities include starting a home and nursery scheme for parents for greater access to resources and books; English as an Additional Language (EAL) training for staff; and extending the use of resources which develop children's social skills. The manager is confident about what the setting needs to do to improve further and has been successful in making and sustaining improvements. All recommendations from the previous inspection have been fully addressed, resulting in good outcomes for the children's safety.

The quality and standards of the early years provision and outcomes for children

The setting is well resourced, providing opportunities for active learning in all areas both indoors and outdoors. There is a good balance of child-initiated and adult-led activities with easy free-flow from indoor to outdoor activity. A safe, stimulating and enabling learning environment supports children's play and exploration. The new canopy means that children can play outside in all weather. Toys and equipment are of a high quality and cater for all ages. For example, the three-tier indoor water tray allows access for children of different ages. Children and babies are happy and curious about everything around them. Relationships are good because children and babies trust the adults. Children and babies make good progress in their learning and development with most children exceeding age-related expectations in personal, social and emotional development and communication, language and literacy skills. Key persons work together with parents to ensure that children's welfare, learning and development needs are met. Planning is detailed with some flexibility, allowing for children's individual interests. Learning Journals are particularly well presented and show meaningful observations and thorough assessments with next steps for learning identified.

A group of children enjoy participating in a story time activity 'The Bear under the Stairs'. They listen well and join in at the appropriate time. Children choose percussion instruments from a variety of instruments and enjoy creating their own music. They talk about 'loud' sounds and suggest songs to sing to their music. Children develop their knowledge and understanding of the world on their visits to the library and develop an understanding of road safety. Books on 'Stranger Danger' and 'Road Safety' support learning in this area. The 'Kind and Friendly' ethos encourages children to tell an adult if they have been hurt or if they have hurt others. Children learn how to use equipment and garden tools safely.

Hot lunches are provided daily and children are encouraged to eat healthily as they make their own choices, for example between peas and beans. They are reminded to say 'please' and 'thank you' and feed independently, using cutlery appropriately. Adults offer support where needed. Fresh fruit is on offer at snack time and tea time and drinking water is accessible at all times during the day. Individual children's dietary and medical needs are well catered for. Well established routines means that babies and children feel a strong sense of security and a good awareness of how to stay healthy as they wash their hands before food and brush their teeth after food. Pictures of 'Germie', the little purple bug, are visible around the bathroom to help children understand the need for washing their hands after using the toilet. Children are encouraged to stay physically healthy through active outdoor play, music and movement and brain gym. They are very much aware of sun safety and have developed an understanding of the need for sun cream and play hats.

Adults are good role models and consistently set boundaries which the children understand. Good behaviour is praised and sticker charts reinforce positive actions. Children follow adult instructions and are exceptionally well behaved. Children from different backgrounds play in harmony with each other. The social skills group

sessions provide opportunities for children to develop their skills in turn-taking, sharing and social interaction with other children.

Children's paintings and models are on display but there is little evidence of captions and labels to support children's awareness of print. They are proud of their photographs in their Learning Journals and happily talk about the occasions captured in the images. For example, a three year old mulls through his birthday photographs saying 'That's my birthday!' 'How old were you then?' 'Three.' 'How old will you be on your next birthday?' 'Four.' Children are encouraged to take responsibility for their self care and older children make a positive contribution by helping the younger ones. 'Helpers of the day' help at snack and meal times. They are encouraged to care for their environment by tidying up, and caring for their growing areas and the nursery goldfish. Children have access to a computer, a digital camera, remote control toys and a range of programmable toys to stimulate and extend learning in all areas, and develop valuable skills for future learning. Babies have access to push button and musical toys. A variety of treasure boxes containing objects of varying textures and natural materials, enrich babies' sensory experiences. There are opportunities for mark making and developing problem solving and numeracy skills. The setting is part of the 'Every Child a Talker' project which supports language development. Children are encouraged to 'talk' and are able to express themselves in a safe and caring environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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

