

Nursery On The Green

Inspection report for early years provision

Unique reference number 138229
Inspection date 05/03/2010
Inspector Lindsay Ann Farenden

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Type of setting Childcare on non-domestic premises

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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).

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.

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Description of the setting

The Nursery On The Green was established in 1993. It operates from Mitcham Methodist Church, although the nursery itself is self-contained. The premises consist of two play rooms, two children's cloakrooms, a kitchen, office and staff toilets. The nursery also has use of the main hall, which on occasions is used by other agencies. The nursery serves the local and wider area.

The nursery is registered to provide care for a maximum of 36 children under eight at any one time. At the time of the inspection there were 42 children on roll in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are able to attend a variety of sessions. The nursery provision is based on the ground floor and has disabled access.

The nursery opens five days a week all year round, excluding bank holidays. Sessions are available from 7.30am until 6pm.

Ten full time staff work with the children. All of the staff have early years qualifications to level 2 or 3 or equivalent. There are three members of staff who hold current first aid certificates. The proprietor is also available and works with the children on a daily basis. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of each child's individual needs which enables them to promote children's welfare and learning successfully. Children are cared for in a safe and welcoming environment. Well established relationships with parents ensure good continuity of care for children. The manager has a good awareness of the strengths and areas for improvement within the setting, and working with the staff, constantly strives to improve the experiences of the children who attend the nursery.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all records are easily accessible and available for inspection at all times (Documentation) 26/03/2010

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

- provide children with a wider range of resources which promote positive images of diversity and further develop their knowledge of the local community and caring for the environment.

The effectiveness of leadership and management of the early years provision

The setting has a commitment to keeping children safe. Staff are aware of signs of neglect and abuse and the procedures to follow if they are concerned about a child's welfare and safety. Recruitment and induction systems are in place to ensure that staff working directly with children are suitable to do so. All staff are aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children. Written risk assessments and daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Children learn to keep themselves as they practise the fire evacuation procedures on a regular basis.

The manager, who has joined the setting since the last inspection, is very pro-active in continually improving the day care provision and has taken a number of steps to improve the outcomes for children, for example, putting a new observation and assessment programme in place for each child, ensuring children are provided with a more stimulating indoor and outdoor environment. Staff have attended training to develop their understanding of the Early Years Foundation Stage and this has resulted in children being provided with a more stimulating learning environment. Staff have reorganised the home role play area and book area to encourage children's imaginations on first hand experiences and their interest in books. The children and babies are settled and comfortable in the nursery. They are encouraged to become independent and are able to select resources and activities they wish to do.

Staff have appropriate qualifications and are effectively employed to ensure children are well supervised. A staff appraisal system is in place to monitor staff development. Systems for evaluating make sure that priorities for development are identified and acted on, resulting in continual improvements in the day nursery setting. All required policies are in place for the safe management of the setting and the nursery is well organised to make the best use of available space. However, staff details are not always kept on the premises and available for inspection.

A good partnership with parents contributes to children's well-being in the nursery. Parents' views about their child's stage of development and favourite toys and activities are sought when the child first starts and on a regular basis throughout their time there. Staff give daily verbal feedback to parents about their child's day. They are given good information about their child's progress through regular meetings with their child's key person and well written progress reports. Further information to parents about children's daily play activities would benefit children, so parents could continue their learning and interests at home if they wish to. Parents spoken to at the inspection said how much their children liked coming to the nursery and that they found the staff very approachable.

The staff are committed to providing an inclusive environment for all children. They would welcome children with special educational needs and/or disabilities. Children with English as an additional language are well supported because some staff are bilingual. There are no children currently attending other early years settings, but staff are keen to work with other providers to complement each child's care within the nursery.

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

Children throughout the nursery are happy and very settled. They are well supported by staff who are attentive to their needs. Each child is assigned to a key person who knows their needs and all staff also relate well with all the children. Staff do an initial assessment to identify children's starting points. They carry out meaningful observations on what each child can do in order to assess children's progress towards the early learning goals regularly in order to plan for their next steps of development. Changes which have been introduced to the planning system ensure that staff fully take account of children's individual interests. Displays of work on the walls and ceiling provide children with a colourful environment so they take pride in the activities they have done.

The use of the garden has vastly improved since the last inspection and because of this children really love playing in it. Play equipment and resources are provided to promote all areas of learning in the early years curriculum. Children get great pleasure from learning about volume and capacity as they transferred water and dry sand into different size containers. They have great fun playing various ball games and riding bikes and wheeled toys around the garden. Children are interested in numbers and counting and are beginning to represent numbers in various ways. Children learn to communicate effectively through singing and listening to stories, and make marks at the writing table, with some more able children able to form some recognisable letters. All children and babies' creativity is developed as they undertake a wide range of painting and sticking activities. Babies and very young children gain an understanding of simple technology as they explore toys which make sounds and have buttons to press, while older children use the computer to enhance their skills. Babies benefit from being held when being bottle fed, and being cuddled and comforted when needed which ensures they feel safe. Children very much enjoy whole nursery outings to places of interest, such as a farm, where they experience real animals.

Children learn about diversity as they are provided with different cultural foods and do activities relating to different cultural festivals and celebrations. However, they only access a small range of resources which provide positive images of diversity in everyday play and have few opportunities to explore the local community and the importance of preserving the environment.

Staff join in children's play and children form strong attachments to adults and other children in the nursery. Staff give children praise and encouragement to encourage good behaviour and apply a clear daily routine, so children are aware of

the boundaries and display positive behaviour.

Healthy lifestyles are promoted effectively within the nursery, with freshly cooked, appetising meals prepared on the premises. Meal times are a pleasant social time where the children eat the meals with great relish. They are provided with a wide range of vegetables and fruit. Children's specific dietary requirements are provided for. Fresh air is also encouraged as part of the daily routine, with children using the large secure outside area whatever the weather conditions, and they sometimes visit the local park and use large play apparatus. Staff carry out good hygiene procedures to protect children's health. Children are beginning to learn basic hygiene practices as they wash their hands after using the toilet and before eating. Babies' individual routines are met well ensuring they eat and rest when they need to.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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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