

Vivy Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Vivy Day Nursery was registered in September 2009 and operates from a converted ground level building in the London Borough of Southwark.

The premises comprises of three group rooms, children's bathroom facilities, kitchen, office, staff room and adult bathroom facilities. Children have direct access to an enclosed outside play area.

A maximum of 45 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. There are currently 11 children under five years on roll. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The nursery employs eight members of staff including the setting's cook. Of these, five hold an appropriate early years qualifications and two are working towards a qualification. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children at Vivy Day Nursery are cared for by a friendly and enthusiastic staff team. The environment is warm and welcoming. Children's safety is given priority, for example staff conduct regular risk assessments to ensure children are safe within the setting and in the outdoor play space. The owner has a positive commitment to ongoing improvements of the nursery. However systems to prioritise key areas for improvement are not yet fully effective.

What steps need to be taken to improve provision further?

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

- develop the self evaluation process so that areas for improvement can be clearly prioritised in order to further improve outcomes for children
- ensure all parents complete all details on registration forms
- ensure when parents sign consent forms for emergency treatment and advice their wishes are clear
- ensure that observations and assessments of children are completed regularly and used to inform the planning of activities to cover all areas of learning, in order to meet children's individual needs
- establish links with other settings providing the Early Years Foundation Stage to ensure continuity and coherence

The effectiveness of leadership and management of the early years provision

A detailed set of policies and procedures have been devised and provide both staff and parents with information of how the nursery operates. Some are in the process of being updated to ensure they are up to date. There are clear systems in place to ensure that all staff are vetted. New staff are supervised until clearance is received and under go an induction to ensure they are familiar with procedures. Risk assessments are carried out and daily checks ensure that any hazards are identified and minimised. These methods enable children to develop independence and confidence as they move around the nursery.

Most parents have completed consent and registration forms. Registration forms detail important information such as doctors contact details. Some parents have not provided important information which may be required should an emergency arise. Although some parents have signed emergency consent forms, their wishes are not clear.

Partnership with parents have established a 'communication book' keeps parents informed of their child's day. Parents read, add their comments and return the book to the nursery staff. Parents can express their views by talking to staff or noting their ideas in the nursery's 'suggestion book'. Some parents expressed their views about Vivy Nursery. Comments include 'my child has learnt new skills since she has been at the nursery and enjoys coming here', 'enjoys coming here, she is happy', 'has settled well into the nursery routine and is more independent', 'my child has developed well, interacting, social and motor skills' and 'her social and interaction skills have improved tremendously'.

The staff and children reflect the diversity of the local community. Staff demonstrate a commitment to inclusion and through liaising with parents have knowledge of each child's background and needs. Activities and events which enable children to learn about different cultures are organised. Staff identify a child's need for additional support as early as possible and share information with the child's parents and enlist the assistance of Southwark's early years team to ensure each child gets the support he or she needs. Opportunities for children to learn about children from different cultures and faiths are provided as children celebrate Christmas and Diwali, and events such as Halloween.

Management and staff are keen to make improvements to the nursery and the service provided. Some areas for improvement have already been identified. For example developing the outdoor play area and improving the systems for planning activities and the completing of observations. However systems to prioritise key areas for improvement are not yet fully effective.

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

Staff are kind and caring and know the children in their care well. Children are happy and enjoy playing with the activities on offer. The staff team demonstrate a suitable understanding of the Early Years Foundation Stage (EYFS) framework. The owner is in the planning to ensure that new members of the staff team are able to acquire knowledge and understanding of the EYFS framework. Some children attend other settings who also provide the EYFS framework, however relevant information is not shared between the two settings to ensure continuity and coherence.

Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. In some instances, these records do identify children's next steps in learning. However, this information is not consistently recorded by all staff to ensure all children make progress in their learning and development.

Activities are age appropriate and children enjoy taking part in them. For example, children enjoy mixing flour, food colouring and water in a tray. Once the mixture is mixed together children notice the change in colour and enjoy watching the sticky mixture drop from their fingertips. Children also enjoy being creative as they paint and print using sponges. Children develop their skills for the future they are encouraged to put on their coats, hats, scarves, gloves and shoes when they go out to play in the outdoor play area. Children are also further encouraged to be independent as older children serve themselves and younger children enjoy eating finger foods.

Opportunities for children to adopt healthy lifestyles are provided through their daily routines. Children enjoy their outdoor play space and have daily opportunities to enhance their physical skills as they pedal tricycles and play with balls. Healthy meals and snacks are prepared and children's individual dietary requirements are catered for. Menus are diverse and include various dishes and copious amounts of fruit and vegetables. Water is provided regularly to ensure all children are hydrated. Hygiene is important; children wash their hands before meals and snacks. Staff wear disposable aprons and gloves when changing nappies.

The practising of fire drills helps children to understand how to behave in an emergency. Children's behaviour is good; staff occasionally remind children if they are behaving inappropriately. Staff commend and praise children for their good behaviour. Children are regularly told 'well done' and 'good listening'.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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