

Village Nurseries Ltd

Inspection report for early years provision

Unique reference number EY392835
Inspection date 12/01/2010
Inspector Lesley Handford

Setting address Mottingham Primary School, Ravensworth Road, LONDON,
SE9 4LW
Telephone number 07976552445
Email csc@brompley.gov.uk
Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Village Nurseries Ltd (Mottingham) is a re-registration of Village Nurseries Ltd (Castlecombe) and is one of a group of pre-schools owned and run by Village Nurseries Ltd. It operates from a building set in the grounds of Mottingham Primary School within Mottingham, in the London Borough of Bromley. Children have use of a large play room, a quiet room, toilets and an outdoor area for play purposes. A kitchen is also available for use. The main play area is on one level and has a slope for wheelchair access. The pre-school will be open for five sessions per week; Monday to Friday, 9:00am – 12:00pm during term time. It is registered to provide care for 31 children aged two years to under eight years. It is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. There are five childcare staff and usually six who currently work directly with the children. All staff hold a relevant early years qualification. The pre-school receives support from Bromley local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a good variety of activities available, which means that children are motivated and enjoy their time at the nursery. Parents are happy with the provision, because they are encouraged to be involved with their children's learning and are kept well informed about their children's progress and activities. The nursery is supportive of all children's needs and pays particular attention to the development of speech and language. Self evaluation is a strong element of the management and consequently priorities for improvement are identified and acted upon, ensuring that all needs of the parents and children are met. The setting has the good capacity to improve.

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 children do not have access to the kitchen (or other specific area) except with direct staff supervision (Suitable premises, environment & equipment) 01/02/2010

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

- improve adults' questioning skills to provide greater challenge to the children and ensure activities are of an appropriate length of time
- ensure that the adult who carries out risk assessments is identified on all relevant documents.

The effectiveness of leadership and management of the early years provision

Leaders take safeguarding very seriously and clear policies are in place to promote this. In almost every aspect of safeguarding, provision is good and sometimes outstanding. However, leaders recognise that, very occasionally, it would be possible for children to enter the kitchen, because there is only a pull across barrier in place. During the inspection, no child entered the kitchen unsupervised, as staff keep a close eye on this. Plans are in place to make the kitchen more secure by providing a lock. Staff are appropriately vetted and have relevant qualifications. Thorough risk assessments are carried out daily both within and outside the classroom. However, the person carrying out these checks is not identified.

Self-evaluation is good overall and a strong element of the nursery, which means that practice is carefully monitored and has improved well since the last inspection. In particular, leaders make sure that all stakeholders are involved in the self-evaluation process and this is an outstanding feature of their practice. There is a clear vision of the priorities to sustain improvement. The planned move to purpose built premises is viewed with great enthusiasm and with the motivation to improve the nursery.

The nursery is keen to involve parents in their children's learning and to ensure that parents are fully informed about progress and activities. Consequently, parents are happy with the provision. A parent commented that, 'He can't wait to come'.

The nursery works in effective partnership with the speech and language therapists through 'Big Talk', which means that the individual needs of children with speech and language difficulties are effectively met. There are plans to seek 'I can' accreditation. Good partnerships with Mottingham School and other receiving schools are in place, which means that transition to reception is as smooth as possible. To support children with special educational needs and/or disabilities, the special educational needs coordinator frequently visits the 'Phoenix Centre for Special Needs' to seek information and advice, resulting in a two way flow of information. The inclusive practice of the nursery means that all children have their welfare and learning needs met and the unique needs of every child are met.

The enthusiasm and motivation of the leader and management team ensures a positive attitude amongst all the staff and consequently, children have a sense of security and are happy at the nursery.

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

Adults are confident in their work with the children, as they have a good understanding of the Early Learning Goals. They respond sensitively and positively to children's needs and have a thorough understanding of individual needs.

Consequently, children feel safe and happy.

Planning is well established and covers weekly and daily plans based on the Early Learning Goals. All staff are involved in drawing up plans, as there is a planning and evaluation meeting at the end of each session. This ensures planning which is responsive to children's needs and interests. Effective assessments through observations, and for older children through activity sheets identifying skills, are in place. Staff have recently attended training on 'Observation and Assessment for Managers and Practitioners', hence links between planning and assessment are well developed. Whilst organisation and planning are good, there are occasions when learning opportunities are missed due to the lack of challenge in the questioning skills of staff.

Resources are easily accessible and organised so that there are activities to develop language, mathematical abilities, creativity and physical skills. Other activities, such as exploring the environment encourage the development of knowledge and understanding. At the moment, children do not have access to computers, so the development of information and communication technology skills is not available. Plans are in place to develop this area. Through circle time and the support which children receive, their personal and social needs are addressed and many children show good cooperative skills.

Children clearly enjoy their activities and show enthusiasm and confidence when discussing the activities. There are times when activities, such as singing activity songs, go on too long and children become disengaged. The provision of fruit and drinks develops the children's good understanding of healthy lifestyles. Children know the importance of cleanliness and of washing their hands before eating and after using the toilet.

Children are mainly safe because of the secure systems in place, with the exception that they can enter the kitchen. There are regular fire practices and daily risk assessments take place. Children are active in their learning and have opportunities to work independently or with an adult or their peers. Because of good management and a calm atmosphere, behaviour is good and children work well together and show their appreciation of each other through clapping each other's achievements.

Where children have problems with speech and language their needs are met through withdrawal and work within a small group to work on these skills. Consequently, good progress is made. In order to enhance the children's understanding of the daily routine, a visual timetable is used and discussed.

The effective provision enables most children, including those with special educational needs and/or disabilities, to make good progress.

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

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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	2
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