

Stembridge Hall Day Nursery

Inspection report for early years provision

Unique reference number EY348759
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Inspector Denys Rasmussen

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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

Stembridge Hall Day Nursery was registered in 2007. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It operates from three group rooms set out in a converted hall in a residential area in the London borough of Bromley and has use of an enclosed outside play area. The nursery serves the local area. It opens five days a week all year round, excluding public holidays. Sessions are from 8am to 6pm. The nursery is registered to provide full day care for 38 children, 38 of whom can be in the early years age range. There are currently 27 children on roll, all within the early years age range. Children attend for a variety of sessions. Most staff, including the manager, have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children's individuality is recognised and nurtured by the staff through good relationships with the parents. Children are able to play safely because of effective risk assessments and enough staff to ensure children are closely supervised. The setting promotes children's welfare and development effectively overall, and most requirements are met. Systems to evaluate practice are generally effective in supporting the management and staff to improve standards and make further progress based on what they have accomplished so far, helping them to be responsive to the needs of the families using their service.

What steps need to be taken to improve provision further?

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

- ensure every child is assigned a key person (Organisation) 24/06/2010
- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 17/06/2010
- ensure there is information about who has legal contact with the child as well as who has parental responsibility for the child (Safeguarding and promoting children's welfare) 17/06/2010

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

- develop the assessment systems to improve the planning for the next steps in a child's developmental progress and regularly review this approach

- ensure all staff have a clear understanding of their roles and responsibilities, for example, during transitional times such as before lunch
- exploit opportunities to support children's language development throughout the daily routines and activities, by carefully listening to their communication, allowing children time to initiate conversations and help them develop the interaction.

The effectiveness of leadership and management of the early years provision

Children are protected because they are cared for by suitably qualified staff who have been appropriately vetted. The staff are knowledgeable about the procedures to follow if they were to become concerned about a child's welfare, and the manager, as the designated practitioner for safeguarding, has attended relevant training. All the required written documentation, including parental permissions, policies and procedures, are comprehensive, with the exception of information about who has legal contact with the child and written permission from parents to seek any necessary emergency medical advice or assistance. As a result, specific legal requirements are not fully met. Nevertheless, the management of the provision is satisfactory, ensuring children's safety. Risk assessments have improved since the last inspection and this means risks to children from the environment both indoors and outside are minimised.

Overall, staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis and that children have appropriate adult support. However, this does not always work as well during transitional times such as before lunch. The children really enjoy the time they spend outdoors in the nursery garden which has been greatly improved and resourced to promote all areas of learning. Resources in the nursery are stored at child level with labels and pictures to encourage choice in play and independence through self-selection. The good range of toys and displays depict positive images of gender, race and disability which help children to build an understanding and appreciation of similarities and differences in each other.

The manager is committed and motivated to seek further improvement and has suitable plans in place aimed at improving areas of weakness and building on the nursery's strengths. However, not all weaknesses have been identified. Most recommendations from the last inspection have been addressed successfully. The manager takes staff's and parents' comments and views into account when completing the nursery's self-evaluation and this has resulted in changes. For example, the baby room was relocated and the babies have more opportunities to go outdoors. Staff have attended training since the last inspection in subjects such as mark-making, every child a talker, people management, positive behaviour and first aid, and helping to update knowledge to enhance experiences for the children. The nursery have close links with the local authority and the area Special Educational Needs Coordinator (SENCO) attended a staff meeting to train staff in behaviour management. The nursery also have links with a local primary school where the majority of their children go on to attend. The manager is aware of the need to build effective partnerships with other providers if children attend other

settings and is more than willing to liaise with other professionals should the need arise.

Parents receive comprehensive information about all aspects of the nursery. They are given a nursery booklet and there is a website with general information, nursery downloads and contact details. The nursery's notice boards offer an abundance of information including the nursery's policies and procedures. Daily verbal communication and parent meetings keep parents informed of their children's achievements, progress and well-being. Parents commented that the nursery are very flexible, their child has progressed since attending and the daily verbal feedback is appreciated. One parent commented that it was hard dealing with the high turnover of staff although the staff are very friendly.

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

Children adopt good simple hygiene routines when they wash their hands before meals using the soap and paper towels that help protect them from the risk of cross-infection. They learn healthy habits when they brush their teeth after meals and enjoy healthy nutritious meals cooked on site from fresh produce by the nursery cook. Children are beginning to learn about their own safety when they discuss how to behave before an outing and follow nursery rules such as not running in the room. The higher than minimum ratio of staff to children ensures they are closely supervised and the safety surface in the garden helps to minimise accidental injury. Children learn how to leave the building safely and calmly when they practise the evacuation procedure. Fresh air and exercise are an important part of the daily routine and children enjoy using the well-resourced garden to practise their ball skills and skilful manoeuvres on their bikes.

Most staff have a secure understanding of the Early Years Foundation Stage and use their key person system to good effect ensuring children settle well into nursery life. However, this is not working as well in the baby room to ensure that all the babies feel confident and safe as not all babies are assigned a key person. The toddler and pre-school room are used as one room for most of the day which means children play with different aged children and some can spend the time with their younger or older siblings. While a good number of observations are made showing what the children know and can do, these are not always robust enough to plan the next step of children's learning. Consequently, staff miss valuable opportunities to build on children's interests and to further develop their skills. This is reflected in the planning which although lists a good variety of play opportunities; the learning outcomes of these play opportunities are not clear.

The present theme is transport and the children are busy painting the bus they have made with the support of a member of staff. The children enjoy singing in a group and most children confidently communicate with each other, however, opportunities are missed to support children's language development throughout the daily routines and activities, allowing children time to initiate conversations and help them develop the interaction. Children enjoy splashing in the water tray and hiding their dinosaurs in the sand. They make up stories in the role play area and

pretend to have a birthday party with their friends. They manipulate play dough and show their friends proudly the snakes they make, hissing and taking them around the room. There is a good variety of resources to encourage sorting, counting and matching, and to make and recognise shapes and patterns. Children are adept at completing simple programmes on the computer, using the mouse and sharing the experience with their friends.

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	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	3
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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	2
The extent to which children make a positive contribution	2
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