

New Vision Day Nursery

Inspection report for early years provision

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| Unique reference number | EY407281 |
| Inspection date | 12/07/2010 |
| Inspector | Linda Margaret Nicholls |
| Setting address | Manor Methodist Church, 40 Galleywall Road, LONDON, SE16 3PB |
| Telephone number | 02073940675 |
| Email | |
| 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*.

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Description of the setting

New Vision Day Nursery was registered in 2010. Registration is for the Early Years Register only. Registration is for a maximum of 36 children in the early years age range, of whom eight may be under two years. There are currently 35 children on roll, eight of whom are under two years. Registration does not include overnight care.

The nursery operates from a church hall in the Bermondsey area of the London borough of Southwark. The nursery has sole use of the building during their hours of operation. The nursery is open from 8am until 6pm, Monday to Friday, 51 weeks of the year. There are six staff, all of whom hold appropriate early years qualifications. The setting supports children with special education needs and/or physical disabilities, and children who speak English as an additional language. The building is suitable for wheelchair access. There is a secure area for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in its self-evaluation processes, driving continuous improvement in the outcomes for all children who attend. The Early Years Foundation Stage principles are recognised to be central to an innovative and open management structure. Positive, committed relationships develop between adults and children. Thorough and effective wide-ranging systems are used to build and track children's swift progress towards the early learning goals. Children are respected and valued as individuals and consistent, comprehensive routines follow individual needs to ensure the safety and well-being of all.

What steps need to be taken to improve provision further?

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

- developing children's understanding of sustainability for example, recycling and food composting; expand equipment and resources for outside play so they learn to value healthy lives and to respect the environment.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. A full and professional audit of safety and child protection processes has been undertaken. Child protection procedures are fully understood so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in their care. Training and procedures reflect current Local Safeguarding Children Board practice. Children benefit from well-managed resources, including

ongoing training and appraisal programmes for all members of staff. The layout of the rooms provides children and babies with a vibrant, stimulating environment where toys and play materials are arranged to plan, support individual enjoyment and strongly encourage independence. Woven storage baskets are labelled with pictures so that children not yet reading English can easily find the equipment they need. Effective annual risk assessments are thorough and dated, being reinforced with assessments of individual areas each term and a daily visual check to ensure children play safely. Welfare requirements are consistently applied with constant and close supervision given so children's well-being is fully promoted. An emergency exit procedure is displayed and practised each term, ensuring that all children are aware of what to do should an emergency arise.

Professionally competent and experienced members of the staff team work harmoniously with those more recently employed to ensure the nursery's procedures are understood and implemented. The clear aims and priorities of the provision are supported by resourceful, committed staff who recognise the importance of reflective practice and focussed general planning. Steps taken to improve the provision, such as the Every Child A Talker (ECAT) programme, are recognised as having a substantial and beneficial impact on all who attend. Changes to the methods of recording, planning and policies and procedures are reviewed. Regular team meetings are used to build confidence in new systems of working. There is a strong and close partnership with local authority professionals and private consultants, who provide support and advice for management and staff. The open self-evaluation process encourages parents and carers to comment on how well the nursery meets their needs and expectations. Equality and diversity are a fundamental bedrock to care and learning, extensively underpinning every aspect of children's daily routines. Children benefit from clear assessments of their individual needs. Specific support and specialist carers are welcomed into the nursery to ensure inclusion for all.

The partnership with parents and carers is dynamic, extensive and fruitful. Parents take advantage of the open door policy to discuss their specific requirements. Parents praise the nursery and the staff for their flexibility, understanding and caring attitude. Notice boards and delightful educative displays clearly inform parents of children's achievements and experience moving towards the early learning goals. Daily records are maintained of foods taken and sleep times to reassure parents of babies and toddlers. Parents are invited to attend the nursery to experience their children's learning through play. There are exceptionally strong links with specialist carers, health professionals, grandparents and other childcare professionals, so children's well-being is nurtured and their learning and development smoothly extended.

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

Unique learning records are clearly and simply presented identifying children's rapid and consistent progress towards the early learning goals. Planning identifies the six areas of learning and the next steps to learning are included in formal observation records. Parents are encouraged to inform key personnel of their

child's experience away from the nursery. Assessment of individual progress is carried forward from informal discussion and recorded starting points provided by parents, which acts as a foundation for future learning.

Children are animated, happy and express a vibrant enjoyment during their time at the nursery. They show they feel safe by their strong capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they build from construction resources or put on items from the dressing up box. They are absorbed during craft activities, layering glue and glitter to make sparkling pictures for displays. They proudly show their work to adults around the room and know their work is valued. Children experience a range of textures using fabrics to make collaborative displays and use a variety of tools, such as pencils, brushes, glue sticks and scissors. They feel the rough texture of sticks or the smooth texture of feathers making fairy wands. They examine the properties of a variety of materials, including glue, glitter and water, developing knowledge and understanding of the world. Photographic evidence shows them exploring buttons on keypads or interactive resources, cutting and shaping play dough or mixing cooking ingredients to make biscuits or cakes. They sit close to one another, chatting, as they examine books of their choice in the quiet corner, or readily engage adults to join them and respond confidently to discussion about their likes and dislikes. Children practise and consolidate skills as staff sit with them providing discrete support and direction. Children gain confidence from consistent, familiar adults who praise their attempts and achievements as they gain pencil control or recognise and name numbers. Children develop excellent observation and memory skills as they listen closely to well-known stories and look at illustrations in books. They learn to identify a mother duck, to count to five, and to think creatively about the story, 'Five Little Ducks Went Swimming One Day'. Adults invite children in small groups to consider what they know, so helping the consolidation of information and encouraging each child in turn to speak. Children have a rapidly growing knowledge of how things work and the skills they will need in the future. They are patient and take turns at the computer station, or with the trikes outside. They problem solve and self-challenge as they climb, slide or peddle the trikes forward or in reverse. They explore the properties of water as they fill the watering can and observe how it sprinkles over the plants. They know plants need water to grow.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build strong and secure relationships with adults they know well. They access tissues and know to dispose of these in a bin. They know to put their hands over their mouths when they cough. They use paper towels after washing their hands. Children support and care for each other, they sit sociably together and chat to each other and adults who sit with them during lunch. They make a positive contribution to the running of the nursery by clearing unwanted food into a bowl and placing dirty plates and cutlery in another. They do not, however, know the importance of recycling or composting food scraps to improve and sustain the soil. Children's understanding of diversity, difference and similarities is reinforced by the full integration of all children in every activity and the celebration of a range of annual festivals and special events. They learn to respect and value their own culture, as well as those of other children they know, establishing a positive bedrock for future relationships.

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

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| 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 | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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

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