

# New Foundation Day Nursery

Inspection report for early years provision

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**Unique reference number** EY268011  
**Inspection date** 15/12/2010  
**Inspector** Jane Wakelen

**Setting address** 41 Church Road, Bexleyheath, Kent, DA7 4DD

**Telephone number** 0208 301 4369

**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 Foundation Day Nursery is situated in a small two-storey Victorian house in Bexleyheath. It was registered in 2003. Children have access to an enclosed outdoor play area. The nursery is situated in a residential road, close to all amenities and local schools. It is open from 7.30am to 6.00pm, five days a week for 51 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 25 children may attend the nursery at any one time. There are currently 54 children aged from birth to under five years on roll, some in part-time places.

There are 16 members of staff, 15 of whom are qualified to at least level two and one member of staff working towards NVQ level 2. One assistant manager has almost completed the Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is exceptionally effective in meeting children's needs because of the enthusiasm and commitment of the extremely well qualified management and team of staff. All children are fully included throughout all areas of the nursery, with their individual needs being met. For example, children's cultural and religious backgrounds are recorded and procedures put in place to fully support children's needs. The partnership with parents is exemplary. Parents are kept extremely well informed about how their children are achieving and parental views on the provision are sought to make improvements and further promote outcomes for children. The management team have excellent procedures to monitor and evaluate the setting's effectiveness due to the comprehensive self-evaluation processes in place.

## What steps need to be taken to improve provision further?

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

- promoting regular checks of the book and writing area to ensure the well used resources are maintained and renewed to create a bright and inviting area .

## **The effectiveness of leadership and management of the early years provision**

The management team have robust and rigorous systems in place when appointing staff to the setting, ensuring all the relevant checks are carried out. Regular appraisals contribute to ensuring all staff remain suitable and focused on promoting opportunities for children to support their development. All staff are confident in their knowledge about safeguarding children, which is given high priority by the setting as a whole. Comprehensive policies and procedures are implemented consistently and effectively throughout the nursery, together with regular training for all staff to maintain their understanding and support children's safety. Comprehensive risk assessments are carried out on a regular basis to ensure all hazards are reduced and children can play in a safe, secure environment.

The setting actively promotes inclusion and equality of opportunity in all areas. Resources around the nursery actively promote positive images of diversity, from posters around the walls to books, puppets and jigsaws. Staff are highly effective in ensuring all children are fully integrated into the setting and support children with English as an additional language, learning familiar words and using visual clues and gestures. Consequently, all children are able to make good progress in their development. Resources are well organized throughout the nursery in well labelled boxes using words and pictures to enable children to make choices. However, some storage is on shelves which are too high for children to reach, preventing free access. The nursery is divided up into the six areas of learning, with the area for communication, language and literacy particularly well used. However, this is not always well-maintained to ensure an inviting area is offered.

The setting has excellent partnerships with the parents. Parents confirm they are very happy with the care provided by the nursery and feel well informed about their child's daily routine and activities. Parents are fully involved in decision making on all key aspects of the nursery environment, supporting the settings self-evaluation. They have many ways to share their views from verbal discussion, suggestion box and parental questionnaires. The management of the setting value parental contributions and implement suggestions where possible and provide feedback to the parents promoting the excellent communication channels in place. This partnership also involves the children's views which staff seek constantly to ensure the provision is meeting their individual needs. The setting offers parents regular opportunities to contribute to the children's development records, through the learning journeys and bi-annual parents evenings to meet the key person and discuss their child's progress. A written report is issued once a year and daily opportunities to exchange verbal information fully promotes the excellent partnership. The setting have developed strong links with other providers, such as local schools and liaise with outside professionals, such as the area Special Education Needs Co-ordinator to support children's individual needs.

The leadership team are extremely pro-active and motivated to providing excellent care and provision for children in a welcoming environment. Their enthusiasm motivates the staff to become fully involved in the setting's self-evaluation to

monitor all areas of the nursery and the effectiveness of the activities being offered. Systems to monitor children's achievements, differences in learning between boys and girls and the use of different areas within the nursery have been monitored through pie charts and bar graphs to identify any weaknesses, thus providing excellent systems and a stimulating environment.

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

Children make excellent progress towards the early learning goals because staff have a secure knowledge of the Practice Guidance for the Early Years Foundation Stage. Staff carry out frequent observations and make assessments of children's learning to plan next steps in their development. They constantly evaluate the provision offered and seek children's views on activities and choices of resources to meet their individual interests and learning needs. Children's work is displayed around the room, with posters and photographs supporting children's feelings of inclusion and a sense of belonging. Staff are receptive to children's needs and provide support where needed to help children succeed. For example, children work at skills using the computer and the staff gently guide and support to help children achieve. Children make choices from the selection of collage materials in the messy play area, enjoying using lots of glitter and different materials for the sensory experience. Children play well in small and large groups, looking at books with each other or listening intently to the adult reading the story. They have daily opportunities to make marks with a good variety of mediums, such as paint, chalks and pencils. Although occasionally this area of communication, language and literacy is so well used that staff forget to replenish or maintain it to ensure it remains inviting to the children. Areas of the nursery are divided up into the six areas of learning in both the under twos and over twos room. This ensures all areas are given equal consideration in the planning to support children's all round development.

Children are enthusiastic about using the outdoor play area which contains all the six areas of learning, enabling children to continue their development from inside to outside. Children enjoy opportunities to use large play equipment, such as the pirate boat or play in the sit and ride cars driving them along the pretend road. They sit in the sand pit and dig or pretend to cook the food in the kitchen area and serve up on the table. Opportunities to learn about the natural world are fully promoted from learning about planting sunflower seeds to growing herbs to smell and taste in the summer. Children excitedly talk about the African snail they help to feed and watch him moving around his home, whilst the under twos, enjoy watching the goldfish in his tank. An excellent range of construction toys, ensures children learn about joining and building structures and discovering how to make things balance. Opportunities to learn about the world in which they live are explored, with children seeing and wearing traditional costumes, dressing up and tasting food from around the world. All children's cultures are celebrated and included into the planning, enabling all children to feel valued and special.

Children are beginning to recognise their name from the labels around their drink

bottles to their label on their coat peg, with the younger children using the picture to aid their recognition. They participate in small and large group discussions, extending their language skills answering open-ended questions from staff who understand the importance of communication. Younger children avidly watch adults faces for clues and learn to expand their babbling into words and then sentences with lots of encouragement from the staff who respond positively to children's attempts at communicating with them. Children are beginning to use mathematical language in their play. For example, 'this is the big castle' and 'this person is very little'. Children can name many two-dimensional shapes and have opportunities to start to learn three-dimensional shapes through the use of construction materials. Children make repeating patterns when threading and use jigsaws and computer programmes to further support their literacy and numeracy skills. They count in everyday situations, including the babies when walking up the stairs or putting on their coats and counting their arms as they put them in their sleeves or the buttons on the front. Children eagerly await their turn on the computer and excitedly talk to their friends about what is happening, showing good mouse skills and understanding of the programme. Therefore, children are able to make excellent progress in developing their skills for the future.

Children have wonderful opportunities to learn about living a healthy lifestyle. They are able to have free-flow play from the garden to the indoors accessing the good range of resources. Children therefore benefit from the fresh air and daily exercise to promote their good health. Babies have opportunities to go for walks in the buggies or in the summer opportunities to crawl around outside, developing their mobility. All children have options of healthy snacks such as fresh fruit, savoury biscuits and vegetables and choose fresh milk or water to drink. Drinking water is available throughout the day for children to help themselves, promoting their hydration levels. The majority of staff hold a first aid certificate, thereby supporting children in the event of an accident. Parents are kept informed about any accidents and give written consent for emergency medical care if necessary. Thorough, comprehensive policies are implemented to keep parents informed about the procedures for health and safety within the nursery to promote children's welfare.

Children show an excellent feeling of security and being safe. They move freely around their rooms, accessing the toys and confidently approach the staff to meet their needs, such as to help put on their coat or to access additional resources. They show an excellent understanding of the behaviour that is expected within the setting and remind other children if something is not safe. For example, reminding their peers to be careful of the Christmas tree and to sit on their chair with all legs on the ground. Babies show attachment to members of staff, seeking cuddles or reassurance. Staff ensure the environment is safe to enable the young children to explore and move around, whilst developing their mobility skills. All staff are key people to groups of children enabling them to build good, trusting relationships with the children and their parents to further promote children's well-being.

Children behave exceptionally well within the nursery because they understand the expectations of the staff. They are confident, settled and make good relationships with their key person and their peers reflecting a sense of belonging and security. Children are independent, inquisitive learners who show good co-operation skills as they share and take turns with the different toys. Children are familiar with the

routine of the nursery and happily help tidy away the toys at the end of the session to facilitate meal times, demonstrating their understanding of responsibility within the setting. Equality of opportunity is fully embedded within the practice at the nursery, ensuring all children are fully included and feel valued as an individual.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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