

# Nelly's Nursery

Inspection report for early years provision

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**Unique reference number**

EY330892

**Inspection date**

04/02/2011

**Inspector**

Josephine Geoghegan

**Setting address**

All Saints Church, Rosendale Road, London, SE21 8LN

**Telephone number**

02087613535

**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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Nelly's Nursery has been registered since 2006 and is one of three nurseries run by the provider. The nursery operates from the ground floor of the church premises which have been purposefully refurbished to accommodate the nursery. Children share access to secure enclosed areas for outside play. The nursery is situated in the West Dulwich area of the London Borough of Lambeth. They are open each week day from 7.30am to 6.30pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 48 children at any one time; of these no more than 48 may be in the early years age range. There are currently 71 children on roll in the early years age range who attend whole days on a full or part-time basis. The nursery supports children who have identified special educational needs and/or disabilities and 12 children who are learning English as an additional language. The nursery staff team consists of 23 staff, including two cooks. Of the 21 staff who work directly with the children, 16 staff hold relevant early years qualifications and some staff are currently working towards gaining recognised qualifications. There are currently no pets kept on the premises.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Excellent systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. Children are provided with high quality educational programmes and supported by staff who challenge their learning effectively. The capacity to maintain continuous improvement is outstanding; this is evident in the commitment shown by the provider and staff in developing the quality of their service. They have successfully established methods of evaluation along with secure systems of assessing children's progress which promote their welfare, learning and development effectively.

## **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 further the methods of seeking parents' views.

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

High regard is given to safeguarding children and promoting their welfare as robust systems are in place to ensure the suitability of all staff; this includes

appropriate vetting checks, induction programmes and ongoing systems of supervision and appraisal. Staff are able to take prompt action if they have any concerns regarding children's welfare as they have attend relevant safeguarding training and adhere to a range of policies and procedures aimed at safeguarding children and protecting them from harm. All required documentation is in place which is used appropriately and shared with parents. Promoting equality and diversity is embedded in staff practice. Inclusion of children who have identified special educational needs and/or disabilities is extremely effective. This is due to the professionalism of staff and effective partnership working with other agencies to ensure children's individual needs are met. Children participate in well planned activities that help them learn about cultures and beliefs and use a range of resources that promote positive images of people in the community. Staff show high regard to promoting safety while children are at the setting and while on outings. They conduct thorough risk assessments and ensure children participate in regular emergency evacuation drills, enabling them to become familiar with safety procedures which help them feel safe.

Deployment of resources is excellent as staff ensure time and space is used purposefully throughout the day, enabling children to have access to activities that promote all areas of learning along with extra curricular sessions with peripatetic teachers for music and movement and French. In addition, operational procedures are implemented successfully as the key person system is well established and staff are allocated time to complete their assessments of children's progress and join together for regular meetings. Excellent systems are in place to evaluate the educational programmes and a thorough and realistic self evaluation has been completed along with an action plan regarding areas for development identified by staff. Driving improvement is embedded in practice and all recommendations raised at the last inspection have been met appropriately. Engagement with parents and working in partnership with others is exceptionally well organised, as a result the individual needs of all children are catered for effectively. Parents are kept well informed about their children's progress. They are offered a range of information about the setting and regular news letters. They participate in a gradual settling in procedure, ensuring their children feel secure before they leave. Parents are able to share their views and information about their children's progress on a regular basis, although methods of seeking parents' views relating to all aspects of the provision are less well established. Parents spoken to during the inspection report that communication between themselves and staff is excellent. They feel safe leaving their children at the setting as they know that their children are happy and have good relationships with staff.

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

Staff provide excellent support to aid children's learning and development. They are attentive and keenly follow children's interests. Children benefit from an excellent balance of learning opportunities as they are provided with activities that reflect all areas of learning during indoor and outside play, along with group times and adult led activities. Children are cared for in an exceptionally well organised

learning environment with a broad range of high quality furniture and equipment in both group rooms; this includes low level storage units with labelled resources, enabling children to select toys and develop their independence. Children's physical care needs are met effectively as they have access to an excellent range of child sized furniture and equipment, including an appropriately range of equipment to support children who have disabilities; this promotes inclusion as constant access to the correct equipment enables children to participate in all activities. The learning environment is visually stimulating with lots of large photos displayed of children participating in activities, promoting their self-esteem and sense of belonging. Children are able to access activities that reflect all areas of learning and older children have direct access to the outside play area, enabling them to participate in free-flow play. The group room for younger children is well organised to provide areas of children to be active, engage in messy play activities and an area for rest and sleep. Staff show an excellent understanding of maintaining a continuous planning cycle which ensures the activities provided are challenging and reflect the needs of all children. For example, staff use a range of planning methods that include daily reflection of the activities completed and information from staff observations and assessments of children's learning; this ensures that the planning reflects children's individual learning needs. In addition staff planning incorporates all areas of the provision, such as the shared play area in the large hall, outside play areas and group rooms. Adult led activities are also planned that relate to the needs of the children in each key group. Communication is excellent as staff participate in regular meetings and add notes to all of these planning documents so that they are used as continuous working documents aimed at meeting children's individual learning needs and interests. Parents are also able to complete parental observations slips to record their observations of their children's progress outside of the nursery; staff then use all information to aid future planning, promoting a collaborative approach that enables parents to contribute to the process of assessment and planning on an ongoing basis. Methods of assessment are thorough as they show clear and continuous track records of children's individual progress recorded by staff in all group rooms. For example, staff observations relate to all areas of learning and are supported by photos and samples of children's creative work. Children's next learning steps are identified and staff complete regular summary reviews that are shared with children and parents who have opportunities to add their comments. Excellent systems are in place to ensure any additional needs are identified, including supporting older children through differentiated activities that are challenging, extend their learning and help to prepare them for school. Excellent systems are in place to ensure that the needs of children who have special educational needs and/or disabilities are identified and catered for effectively. This includes clearly established methods of collaborative working between staff at the nursery and the range of professionals who work with these children. As a result, children's individual education plans promote a holistic approach aimed at setting realistic learning targets that relate to children's individual needs and avoid duplication. Staff promote children's safety and wellbeing at all times by providing high levels of supervision and developing clear routines that help them learn about expectations of their behaviour and safety.

Staff successfully implement procedures that promote high standards of hygiene practice during meal times, nappy changing routines and while caring for babies.

Children learn good hygiene habits through well established routines, including younger children singing 'this is the way we wash our hands' with staff as they prepare for lunchtime. Children enjoy relaxed meal times where they sit in small groups at tables with staff and serve their own meals and drinks, enabling them to make healthy choices of foods that they like to eat. Younger children are able to develop their independence at meal times as they are supported in developing their self care skills, such as feeding themselves and brushing their teeth after lunch. Children's individual dietary needs are catered for and details of their dietary requirements are shown on their individual photo place mats, helping to safeguard their welfare. Good systems are in place to ensure children are appropriately supported in the event of an accident or illness as staff hold current first aid qualifications and clearly follow procedures that promote children's wellbeing.

Relationships are excellent, both between children and staff, and children and their peers; as a result the atmosphere is calm and productive with children moving freely and confidently. Younger children seek comfort from staff when upset and enjoy cuddles, showing strong attachments that help them feel safe and secure. Children show a positive contribution to their learning environment as they use resources with care and help to tidy away toys after use. Older children are developing strong skills as independent active learners; they select resources and transfer objects throughout the nursery while following their interests during play. For example, when deciding to be pirates children made their own eye patches, swords and treasure maps; they then moved to the upper floor of the home corner, commandeering it as their ship in which they sailed, collected cloths and imitated scrubbing the decks, developing their free creative expression while becoming fully engrossed in their imaginative role play. Children show excellent communication language and literacy skills. Younger children are supported well in developing their speaking and listening skills as staff ask them questions and give them time to respond with gestures and babbles. Older children show confidence in speaking in a group and use language to express real and imagined experiences. They show good writing skills as they draw detailed representational drawings of people and add well formed letters of their names. They show good listening skills as they enjoy stories read by staff and discuss the story and pictures. Children develop their problem solving skills as they use a range of construction sets and puzzles. They learn about nature and living things as they grow plants and vegetables in the garden. Children show skilful use of the computer as they use the mouse and follow the programme independently, developing their awareness of technology. Younger children use a range of toys that enable them to explore, make connections and find out how things work. All children enjoy the music and movement session with the peripatetic teacher; they join in enthusiastically, singing familiar songs from memory while using a range of percussion instruments, developing their awareness of sound. All children have excellent opportunities to be creative while using a range of art, craft and malleable materials during free play and adult led activities. They develop healthy lifestyles as they use the wide range of wheeled toys and climbing apparatus with confidence, enabling them to develop their physical skills and gain regular exercise. Overall, children have excellent opportunities to develop their skills for the future as staff provide an exciting and secure learning environment where children's independence is encouraged and their individual learning needs are monitored and catered for

effectively.



## 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	1
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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