

Nelly's Nursery

Inspection report for early years provision

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Inspector

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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.

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 August 2010 and is one of three nurseries run by the same provider. It operates from a three storey detached house in a residential area close to West Dulwich station in the London Borough of Lambeth. The accommodation includes four group rooms and a secure garden to the rear.

The nursery is open from 7.30am to 6.30pm for 50 weeks of the year and is registered to care for a maximum of 50 children in the early years age group, of these, not more than 18 may be under 2 years at any one time.

There are 52 children on roll, some of whom attend on part-time basis. The nursery provides care for children with special educational needs and/or disabilities and for children who speak English as an additional language.

A total of 14 staff work directly with the children and all staff hold appropriate childcare qualifications. The setting is in receipt of funding for the provision of free early education.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, have positive experiences and are well cared for in a secure environment. Staff plan and provide a variety of interesting and enjoyable activities, which support children's progress and development. The staff team regard improvement as valuable and have recently embarked on training. Staff are currently in the process of evaluating their service to further identify ways in which to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- complete a rigorous system to monitor and evaluate the quality of the provision and ensure that any weaknesses that are identified are promptly acted on to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The staff team are dedicated, friendly and enjoy working with children and their families. Staff are deployed effectively to support children in making independent choices throughout the day. Staff demonstrate a clear understanding of safeguarding issues. A safeguarding policy has been devised and shared with parents. A named person responsible for ensuring that safeguarding concerns are dealt with promptly, appropriately and sensitively has been identified.

Systems for the recruitment and vetting of staff are robust. This ensures that children are cared for by suitable adults. Detailed and well maintained documentation, comprehensive policies and procedures are in place and effectively implemented. Risk assessments for indoor and outdoor areas are conducted. The monitoring of the service is viewed as important and the staff team are in the process of completing Ofsted's self evaluation form.

Staff have developed good working relationships with parents. Parents are kept informed daily of their child's day. Parents are kept informed of their child's care, for example what they have eaten whilst at the setting. Parents are also kept informed of their child's developmental progress and achievements. Newsletters and information on the parents' notice board keep parents abreast of up and coming events. Staff are aware of the importance of forging links with other providers of the Early Years Foundation Stage to aid the transition from nursery to school, which ensures continuity and coherence.

Inclusive practice is promoted well by staff ensuring that all children have their welfare needs met and achieve well. All children, irrespective of ethnicity, culture or religion, home language, family background, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development. There are currently no children attending the setting who have special educational needs and/or disabilities. Nevertheless, staff are aware of the importance of forming effective links with parents/carers and external agencies or services such as speech and language therapists ensure children receive the support needed. Equality and diversity are promoted through the availability of books and puzzles that depict people of different cultures.

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

Children and their families are warmly welcomed by staff. The staff team plan and provide a selection of enjoyable activities and play opportunities which both support and challenges children's development. Each child is assigned to a key person whose responsibility it is to ensure observations are completed. Through the completion of these observations staff monitor children's progress regularly and use this information to provide for their individual needs. Outdoor play is a firm favourite children are able to ride wheeled toys on the

decked area. Children are also able to use spade and rakes to dig in the garden. Children enjoy digging in the soil looking for worms which they collect in containers.

Staff plan a wide variety of activities for the children. For example, children have opportunities to develop their physical skills, such as balance and coordination, as they enjoy the outdoor play space. Children use their imagination and initiate their own play in the role play area. Here children engage in imaginative play. Children pretend to care for their 'babies', 'iron their clothes' and 'cook their meals'. Babies and toddlers have formed trusting relationships with staff. They willingly approach staff for cuddles, reassurance and support. Staff talk to the children whilst they are occupied in activities, encouraging their language skills. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers enjoy investigating pushing buttons on toys, opening and closing flaps and working out that one action has an affect on others. Staff also use provide activities that enable young children to use their senses. Children enjoy using paint and mark making.

Children are developing an understanding of why they need to adopt good hygiene practice. For instance all children wash their hands before eating their meals and snacks. After lunch children clean their teeth. The setting's menus are well devised to ensure children receive a well balanced nutritious diet. Drinking water and fruit is available throughout the day which children help themselves to. Meals are prepared on the premises and taken into consideration children's individual dietary requirements. Children and staff sit together at meal times. Younger children are encouraged to feed themselves although staff are on hand to assist. Children are encouraged to be independent as they serve themselves and pour their own drinks.

Children's behaviour is good, through consistent boundaries, children are learning about the importance of sharing and taking turns. Through positive praise children develop positive self esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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