

Mrs Bonds Village Nursery

Inspection report for early years provision

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Inspector Silvia Richardson

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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

Mrs Bond's Village Nursery was registered in 2006. It is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered for a maximum of 40 children in the early years age group at any one time. There are currently 87 children on roll in the early years age group. The setting receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and those who speak English as an additional language. It operates from a hall and rooms within community premises on St. Mary Cray High Street in the London Borough of Bromley. There is suitable disability access. The nursery serves the local community. Children have access to the main hall, which can be divided to provide two separate rooms and a small activity room. There is an enclosed area available for outside play. The nursery is open Monday to Friday from 8.00am to 4.00pm for 38 weeks of the year, term time only. Pre-school sessions are from 9.00am to 12 noon and 1.00pm to 4.00pm. A luncheon club operates for the pre-school group. The nursery employs 13 members of staff to work with the children. More than half the staff including the manager, have early years qualifications to NVQ level 2,3, or 4. The nursery also employs and teacher. The setting receives support from the local authority and a group of trustees.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and play purposefully and constructively, in a well organised and stimulating nursery environment. Children enjoy inclusive play and learning experiences, effectively supported by some skilled nursery practitioners. Children with special educational needs integrate successfully, because good systems and some excellent resources are in place to facilitate their learning and communication. Most staff enhance children's learning well, through making good use of an extensive range of toys and play materials, supporting children's acquisition of skills, so that they make good progress from their starting points. The senior management team are committed to maintaining continuous improvement and strive towards achieving best possible outcomes for children through building on best practice.

What steps need to be taken to improve provision further?

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

- review the training needs of staff and the programme of continuing professional development, with consideration to systems for supporting key persons

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarding in the setting, because good links are established with other agencies, for sharing and monitoring known concerns. Staff know what to look out for and how to record and report concerns, with clear lines of responsibility for making a referral if worried about a child. Children are safely supervised in the setting and consistently encouraged to move around and use equipment appropriately. Secure entry, fully vetted staff and good safety measures in place for minimising potential risks, contribute effectively to children's safety in the setting. A wealth of resources are used creatively to establish a fully inclusive and interactive environment, such as photographs displayed of different aspects of routines and picture cards with signs and symbols displayed and carried by staff, supporting children in expressing their needs and feelings. Children enjoy a good variety of learning experiences, promoting their appreciation of racial and cultural diversity, including play materials and books portraying positive images of disability.

Resources are exceptionally well deployed and attractively presented, providing stimulating and motivating opportunities for exploration and discovery. Staff are deployed well to activity areas, enabling children to receive a good deal of individual time and attention, as well as facilitating satisfying and successful group play experiences. Good partnerships with other agencies are enabling individual learning plans to be implemented effectively. Children are supported directly, with sensitivity for their needs in both adult led learning and child initiated play. Parents and carers are actively engaged in supporting children's enjoyment and achievement, settling them in, attending play sessions and events, such as celebrating 'graduation' to school. Arrangements are ensuring parents and carers gain much insight to children's experiences and enable them to make a positive contribution to children's learning.

Conscientious self evaluation is enabling the senior management and staff team to reflect positively on what they do well and less well, effectively driving improvement in outcomes for children. A series of changes have created a more interactive and visually stimulating environment for children, developing their confidence and independence, such as with hand washing and routines for drinks, snacks and meals. Activities are better organised and arranged in the outside play area, affording children some excellent opportunities to acquire a broader range of skills and enjoy the benefits of exercise and fresh air. The setting continues to drive improvement by drawing on the expertise of other professionals, such as arranging 'in-house' training for staff on language and communication, enabling them to more effectively support children in their activities.

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

Children enjoy a wealth of play and learning experiences, confidently moving around the nursery and making independent choices and decisions about what they would like to do. An extensive range of resources are attractively arranged across all six areas of learning, affording children exciting and stimulating opportunities to enjoy and achieve in the setting. Staff are very positive, warm and caring in their approach, enabling children to settle, focus well and develop a positive disposition to learning. Children's learning experiences with the different resources and activities are generally good, although dependent on the individual skills of staff supporting the activities. Children's learning is being enhanced where staff have a strong capacity to ask open questions and extend children's thoughts and ideas. All children have opportunities to work with skilled practitioners during the course of the session, ensuring they make good all round progress towards the early learning goals. Key workers observe and record children's attainments and make appropriate plans for next steps learning, effectively targeting gaps in children's development.

Children feel safe, settled and secure, because all staff relate very positively to them. Children are consistently praised and warmly encouraged, supporting them to play and move around safely in the setting. Children enjoy familiar routines and their understanding of these are enhanced by positive visual images of the different activities that take place at different times during the session. Children enjoy a real sense of belonging, thoroughly enjoying and invigorated by the 'welcome session', which is fully inclusive, explores their feelings through discussion and includes singing and warm up exercises, promoting children's wellbeing. Children share and take turns exceptionally well, making a positive contribution to group play experiences. Children are adopting a healthy lifestyle, through stimulating activities promoting enjoyment of outside play. Children are well hydrated, enjoy nutritious snacks and have some good opportunities to learn about the importance of healthy eating and making healthy food choices. The wide variety of activities offered are helping children develop a broad range of skills for the future and prepare them well for school life.

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