

Village Nurseries Limited

Inspection report for early years provision

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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

Village Nurseries Ltd New Eltham is one of six pre-school's privately owned by Village Nurseries Limited. It opened in 1992 and operates from a scout hall in New Eltham, in the London borough of Greenwich. The pre-school is open each weekday from 9am to 12 noon and for afternoon sessions from 12.45pm to 3.45pm depending on demand for places. They operate for 38 weeks of the year during term time. All children share access to a secure enclosed outdoor play area. The group is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to provide care for 32 children under eight years, of these 32 maybe in the early years age range. There are currently 46 children on roll in the early years age range. The group currently supports a few children who are learning English as an additional language. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Exceptional efforts are made to ensure the needs of all children in the Early Years Foundation Stage are met effectively. The educational programmes clearly promote active learning and staff maintain consistent methods of tracking children's progress; as a result the outcomes for children are outstanding. The capacity to maintain continuous improvement is outstanding as staff successfully monitor the quality of the service relating to all areas of the provision and drive forward improvements relating to children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- extending opportunities for children to participate in outings.

The effectiveness of leadership and management of the early years provision

Children's welfare is assured as robust systems are in place to help keep children safe and protect them from harm. Staff have attended relevant training, ensuring that they are familiar with the procedures to follow if they have any concerns regarding children's welfare. In addition, well established systems are in place to ensure the ongoing suitability of staff to work with children; such as vetting checks, induction and systems of appraisal. Staff ensure that all required documentation is in place that is used and stored appropriately; this helps

safeguard children as clear records are then available regarding the attendance of children, staff and visitors along with records of any accidents, incidents or medication administered. Staff are all involved in ongoing methods of self-evaluation. They evaluate all aspects of the provision overall, seek the views of parents and evaluate the educational programmes and planning on an ongoing basis. Staff then use their evaluations to set action plans for improvements that support children's welfare, learning and development. Driving improvement is embedded in staff practice as they keep up to date with current training and implement changes that support children's learning, such as the organisation of the outside play area to incorporate areas that children can use during their forest school activities. In addition, they have successfully met all recommendations raised at the last inspection.

Deployment of resources is effective as staff move freely with children, following their interests and supporting their needs appropriately. They ensure the education programmes reflect all areas of learning and organise the time that children attend very well so that children are able to experience a broad range of indoor and outside activities, although opportunities to participate in outings are less well established. High regard is given to promoting equality and helping children learn about diversity. Staff ensure that children are able to participate in a broad range of well planned activities that help them learn about cultures and beliefs. Good systems are in place to ensure children's individual needs are known and respected. Staff successfully implement a broad range of policies and procedures that relate to all aspects of the provision, helping to safeguard children's welfare. They conduct thorough risk assessments relating to the setting and any outings, helping to keep children safe.

Engagement with parents is effective as parents are kept well informed about their children's progress and they are offered a broad range of information about the setting and activities on an ongoing basis. Parents have good opportunities to express their views through regular questionnaires and meetings with their children's key workers. Parents spoken to on the day of inspection report that their children are very happy and making good progress. They find staff very approachable and like the variety of information that is shared with them, including opportunities to see photos of their children engaged in a broad range of activities. Parents also report that they feel that the quality of care and education is so high that their children remain at the nursery until they attend compulsory education. Excellent systems are in place to promote effective partnerships with other professionals; for example, staff have developed good links and clear methods of sharing information that promote consistency of care between other settings that some children attend.

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

Everyday the staff team transform the blank canvas of the scouts hall into a vibrant learning environment which is well organised with activities that reflect all areas of learning. Space is well utilised to enhance children's learning as posters,

children's creative work and photos are displayed on the walls and the tops of storage units are used to display objects of interest and books that relate to the current themes; this well planned attention to detail is outstanding and shows the high level of commitment by staff to provide a stimulating learning environment. Furniture, toys and equipment are of good quality and suitable for the age and abilities of the children attending. The large home corner is well equipped, enabling children to re-enact real life experiences and the book area is inviting with large cushions and displays of information about familiar books, creating a welcoming area where children relax and use books independently for pleasure. The balance of learning opportunities is outstanding as children are engaged in outside and indoor free-play, adult-led activities including the forest school and whole group activities. Children are confident, active learners; they move freely, selecting resources and work independently. They are supported by staff exceptionally well as staff accommodate children's learning needs, enabling them to follow their own interests and extend their learning. For example, children freely transport resources during play, such as adding water to the washing up bowl in the home corner and then use it appropriately to imitate real life experiences. Excellent systems are in place to ensure children's progress is tracked effectively. For example, staff use a continuous method of observation and assessment to track children's progress and highlight their individual learning needs. Staff then use this information from their assessments to aid future planning; this ensures that the activities provided are challenging for all children. Excellent systems are in place to ensure that any additional learning needs are identified promptly as staff hold meetings at the end of each session where they evaluate the children's learning and developmental needs.

Children's welfare is promoted well as staff successfully implement a range of procedures that promote children's safety and help them learn about expectations of their behaviour. Children follow well established routines that support their learning and help them make a positive contribution to their learning environment. For example, excellent systems are in place to encourage children to take turns as they know to put on the rain mac and boots and wait for their turn to go outside with staff in poor weather. They actively use the self registration system of their names when they arrive and to show if they have had their snack. Children also learn to take care of their learning environment as they take responsibility by helping to tidy up and put away resources after use. Children show excellent relationships with each other and staff. They freely engage in conversations and older children play cooperatively, for example, they use language to negotiate use of resources or imaginative roles during play.

Children are able to adopt healthy lifestyles as they have opportunities for physical play indoors and outside during all weather. They make healthy choice at snack time of the foods they would like to eat. They develop their independence as they participate in a relaxed snack time where they spread soft cheese on their crackers, choose their fresh fruit and pour their own drinks, developing their self care skills. Children are supported well in learning about their personal hygiene as they wash their hands appropriately and know to put their tissues straight in the bin after use, helping to stop the spread of infection. Children participate in regular fire evacuation drills, enabling them to become familiar with the procedures to follow in an emergency, helping them to feel safe. They also learn about safety

during outings and events, such as on local outings where they learn about road safety and visits to the nursery from the fire brigade and the police.

Children have excellent opportunities to develop their skills for the future as they are offered a broad range of interesting activities that reflect all areas of learning effectively. They enjoy using the art workshop area that is well stocked with a broad range of materials, enabling children to develop their free creative expression as they use junk boxes, ribbons, paint and collage materials to explore and create their own works of art. Children become fully engrossed in role-play while using malleable dough and the cooker in the home corner to make cakes for example. They also use dolls and dressing up clothes and re-enact real life experiences, promoting their personal, social and emotional skills. Children are able to match objects by shape and size and use a range of puzzles and construction sets effectively, helping to develop their problem solving skills. They use the computer independently, using the mouse appropriately and following the computer programmes; this helps develop their awareness of technology. In addition, children use a range of resources in the well equipped home corner that help them learn about their environment. Children have good opportunities to use writing for a variety of purposes as drawing materials are accessible in many forms throughout the nursery. Older children draw representational pictures of people and add clearly formed letters of their names. All children use books purposefully and enjoy stories read by staff, developing their speaking and listening skills as they talk about the storyline and pictures. Children are able to sing familiar songs from memory and join in with the actions enthusiastically. They are happy, settled and actively use their learning environment to its full potential; as a result, they are making excellent progress towards the early learning goals.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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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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