

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.

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Description of the setting

Nelly's Nursery is one of three nurseries owned by a private provider. It opened in 2002 and operates from six rooms in a semi detached house. It is situated in Dulwich and located in the London Borough of Southwark. The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 30 children at any one time who may be in the early years age group. The nursery is open every weekday from 7.30am to 6.30pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 47 children under five years on roll. Three and four-year-old children attending the nursery are in receipt of funding for early years education. A small number of the children attending hear languages other than English spoken at home. The nursery employs a manager who is supernumerary, a cook, a kitchen assistant and 11 members of staff who work with the children and almost all hold appropriate early years qualifications. There are two additional specialist teachers who visit every week to lead activities in music and French.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The conscientious staff team ensures that the children are safe and secure in the nursery. Children enjoy activities indoors and outdoors and they are learning about the local area and the world around them. Partnerships with parents are excellent. The staff maintain an open door policy and they encourage parents to take a full and active part in nursery life. The information that the adults share helps the staff to provide continuity of care for the children. Children are making good progress in their learning given their age and starting points. The whole staff team contributes to the evaluation of the nursery's provision which is effective overall. The provider is very keen to take immediate action to improve any areas of weakness and she has been proactive in meeting every recommendation that was made at the time of the last inspection.

What steps need to be taken to improve provision further?

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

- review and improve the arrangement of some of the larger resources in the baby room to ensure that sufficient clear floor space is available for children to move about easily
- review and improve the use of space for some group activities in the second ground floor playroom to ensure that children can listen to stories undisturbed.

The effectiveness of leadership and management of the early years provision

Safeguarding is very strongly emphasised in the nursery. The provider makes sure that all members of staff refresh their knowledge and understanding of child protection issues through a robust, rolling programme of training. The manager and the provider are very well informed having completed extensive training for leaders. They work closely with the staff and they ensure that staff know what to do, and will not delay, if they have any concerns for the welfare of the children, however small. A whistle blowing policy is in place and known to staff so that they can confidently approach management to share any doubts and worries that they may have. All staff are rigorously checked for suitability at the time of their employment and mentors supervise and support new staff and students.

The staff team is actively encouraged to bring their first hand knowledge of the setting to meetings to add to the overall evaluation of the work of the nursery. This system gives the staff a feeling of ownership and promotes their sense of personal interest in the development of the nursery and it demonstrates clearly that their thoughts and ideas are welcomed and respected. Staff have taken an active part in the design of the newly developed outdoor area and the selection and installation of extensive outdoor play resources. Evaluation of the programme of activities, the use of space and record keeping systems is effective overall and is ongoing. The manager and the provider work well together to help staff progress their professional development and to maintain the ongoing improvement of the nursery's provision. They take to heart any recommendations for improvement and strive to provide a good quality learning environment where children are happy and safe.

All rooms in the nursery are very well resourced and attractively presented. Children under two years eagerly explore books, soft toys and appropriate small world playthings indoors. However, their room provides somewhat limited floor space for them to crawl and take their first steps in comfort because a collection of large wooden building blocks presents an obstacle to them. The main downstairs playroom is very well resourced and provides children with a wide range of interesting things which attract their interest. The smaller of the two playrooms on the ground floor is also very well resourced but this pleasant play space is not always used to its fullest advantage.

Staff show the greatest respect for the diverse cultural backgrounds of every child attending. They engage exceptionally well with parents and carers to find out about languages spoken at home, cultural matters and each child's particular needs and achievements. Staff plan and provide an excellent range of multi-cultural activities which are carefully chosen to reflect the background of the children they care for and some which link to celebrations enjoyed in the wider community. Parents say that they have the utmost confidence in the staff and that their children are very happy and eager to attend. Parents also say that the staff are always ready to talk to them each day and they particularly like the daily diary board where the staff display notes about each day's activities and events. Parents

comment that the nursery 'goes the extra mile' to make them feel welcome even to the extent of offering a packed meal for children to take home if they are collected early. Numerous photographs are taken every day and displayed for parents on an ever changing digital display in the foyer so that they know what their children are doing.

Partnerships in the wider sense are excellent. The nursery has forged close links with the local authority which ensures that expert guidance and support can be accessed rapidly if any children have need of it. Staff share their observations and any concerns with parents and they decide together what is the best course of action that they can take to help children make the best progress. They follow advice from therapists with care so that children benefit from continuity and consistency.

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

Children show that they feel safe and secure in the nursery in their relaxed body language, in their curiosity and in their eagerness to play and explore. Staff are attentive, patient and comforting. They talk to the children and treat them with great kindness and understanding, especially when they are settling in to the nursery. The nursery is happy to adapt the settling in procedure to meet the needs of individual children and their parents.

A tempting selection of fresh fruit and dried fruit is set out for older children which they take as and when they are hungry. Staff monitor and promote hand washing and they help children to understand why this is important. The younger and older children eat warm, buttered soda bread with relish to celebrate St.Patrick's day. A cook prepares tasty, nutritious meals for the children in a clean, orderly kitchen. She is dedicated and conscientious in her approach to her work and she likes nothing more than to observe children tucking in to good wholesome food which they eat with relish. Children serve their own food independently and they happily take second helpings.

Observations of the children, and their records of achievement, show that they are making good progress in most aspects of their learning. Children's verbal communication skills are developing well. The staff focus their attention on the children at all times. They station themselves in different parts of the playroom and the outdoor area so that they are on hand to talk about children's play, extend their vocabulary and help them to benefit from the activities in hand. A good example of this is the beneficial support given to children in the construction area where staff talk about the length, size and shape of the different components of children's models.

Children can access paper and writing materials and they enjoy making marks. Some of the older children make plausible attempts at labelling their own paintings. However, children's listening skills are not always supported appropriately. They sometimes lose interest at story time due to the lively activities

and loud music associated with energetic movement activities taking place close by. Staff caring for the youngest group promote the development of speech through talking to the children throughout the day. Staff working with the older group help children to learn the names of shapes and they involve them in sorting, counting and matching objects for colour and size. Some of the older children show a keen interest in numbers up to 10. They count out loud accurately and look for the numerals on a computer keyboard. The nursery resources include a remote controlled robot, computers and several digital cameras which children can use to take still photographs and videos. Babies have access to some battery operated toys to enable them to discover cause and effect. Taken overall the children are developing good skills for future learning.

Staff take effective steps to prepare children for transition to school. A member of staff takes responsibility for arranging visits to local schools for children and nursery staff together. School uniform items are placed in the dressing up box around this time to generate discussion and some of the staff from the schools visit the nursery to get to know the children. A transition form is completed to pass on to the schools if parents approve and this gives teachers useful information about children's likes, dislikes, fears and favourites.

Staff are particularly skilled in managing children's behaviour. They are firm but very kind towards the children and they help them to consider the needs and feelings of others. Their calmness and pleasant ways of speaking have a very positive impact on the children. Children emulate the staff and they speak pleasantly to other children and to visitors. Babies go out to play every day and the older children take full advantage of the outdoor area which they can visit on a 'free flow' basis. They touch and smell fragrant herbs, look at insects and plant life and climb and scramble on the sturdy fixed equipment. The walk in sandpit is a great source of amusement to the children who spend considerable time digging and moulding the sand. The sand is protected from animals by an electronic deterrent device.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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