

# Broadfields Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY219671
<b>Inspection date</b>	04/05/2011
<b>Inspector</b>	Rebecca Hurst

<b>Setting address</b>	96 Broadfield Road, London, SE6 1NG
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Broadfields nursery was registered in 2002. It operates from group rooms set out over two floors of a converted residential building and has use of an enclosed outside play area. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08:00am to 06:00pm for 50 weeks of the year.

There are currently 31 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions and most come from the local area. The setting supports children with disabilities and/or learning difficulties as well as children who speak English as an additional language. The nursery is registered on the Early Years Register and the voluntary part of the Childcare Register.

The nursery employs 13 staff, 11 of the staff, including the manager hold appropriate early years qualifications and two of the staff are working towards a qualification. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years and the Lewisham Early Years Advice and Resource Network (LEARN).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled, because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff continually evaluate the activities and experiences that are on offer to the children. The nursery has a good capacity to maintain continuous improvement, because staff seek to improve their knowledge and understanding of children's early years through further education opportunities. There are missed opportunities to fully enhance the children's independence skills. The next steps of learning are not clearly linked to the children's individual planning.

## What steps need to be taken to improve provision further?

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

- record the next steps of learning in the children's written observations and ensure the link to the planning is clearly identified to meet their individual developmental needs
- consider ways to fully enhance the development of children's independence skills during meal times, in particular serving their own meals in the toddler areas

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

All of the staff have a good understanding of child protection and how to safeguard the children's welfare whilst they are in their care. Full and comprehensive risk assessments are in place to ensure the children are kept safe whilst in the nursery and on outings with the staff into the local areas. All staff have up to date Criminal Records Checks carried out to ensure that all staff are suitable to work with children. Regular fire drills take place and these are fully evaluated to ensure that each drill the children are kept safe.

All resources are suitable arranged to allow all children to have independent access to them. The children learn about the wider world around them, through well thought out activities, resources and planning. The staff make good use of their relationships with the parents for them to come into the nursery to teach the children about their festivals and celebrations. Children also learn different languages through the good use of the staff's home languages which are taught to the children, such as French.

Good relationships with the parents and other agencies greatly benefits the care and learning of the children. Regular newsletters ensures the parents are kept up to date with any changes within the nursery and any forth coming events. The nursery works closely with other agencies to ensure children with disabilities and/or learning difficulties have their needs met through their individual education plans. The nursery's self-evaluation process is effective as they are able to clearly highlight the nursery's key strengths and the areas they are working to improve. The nursery is responsive to its users as they are all involved in the self-evaluation process and their views are taken into account and the staff work with these to make changes.

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

Warm, positive and trusting relationships enable children to feel safe and secure whilst they are in the care of the staff in the nursery. Staff plan for the children's individual needs. Detailed observations are in place, but it is not clear how the observations are linked to the children's individual plans. As a result, there are missed opportunities to fully enhance the children's learning and development.

Children are protected from cross infection and contamination through the robust systems in place to ensure children wash their hands before meals and after they have visited the bathrooms. Staff also take time to explain to the children the importance of hand washing after they have sneezed and blown their noses. Freshly prepared healthy and nutritious meals aids the children's development. Children in the preschool room serve themselves their own meals and set the table ready for meals. There are missed opportunities to fully enhance the children in the toddler rooms independence skills during meal times as their meals are served

for them.

All staff are consistent in their approach to behaviour management and they make good use of time lines to explain to children the routine and what is happening next. Given the children's ages and stages of development they are well behaved. Staff are skilled in using open ended questions which makes the children think about what they are doing. All rooms are skilled in getting the children to think about what they are doing which enables the children to progress well with their development.

All children enjoy playing in the well stocked outside area. Older children enjoy playing games which involves turn taking and they show great enjoyment in taking part with the staff. Babies enjoy playing in their own sectioned of garden which allows them to see the older children but be kept safe whilst they explore and play. Staff keep the children safe on the large climbing frame as they explain to them the correct way to use the stairs and the slide and stand next to them, to offer them support should they require it.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 voluntary part of the Childcare Register are:

Met