

Vivy Day Nursery

Inspection report for early years provision

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Inspection date

26/04/2011

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

Vivy Day Nursery was registered in September 2009 and operates from a converted ground level building in the Old Kent Road area of the London Borough of Southwark. Children have access to three group rooms, bathroom facilities and an enclosed outside play area. There is also a kitchen, office, staff room and adult bathroom facilities. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 45 children. Of these no more than 45 children may be in the early years age group at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 26 children on roll in the early years age range, one of whom attends out of school hours. Children attend a variety of sessions. The nursery employs 14 members of staff including the provider, her co-manager and a cook. All staff working with children hold relevant childcare qualifications, except for one staff member who is waiting to attend a training course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Generally, the capacity to maintain continuous improvement is strong. Staff use a range of methods to evaluate the quality of the service and children's learning and they take positive steps to promote improvement. However, systems to monitor the use of some documentation are less effective, resulting in a breach of a specific welfare requirement.. Good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. Overall, staff show a good awareness of the needs and abilities of the children attending. They provide a well balanced curriculum that supports all areas of children's learning and development along with a high staff ratio that enables children to benefit from good levels of interaction and support.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 25/05/2011

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

- develop the methods with which the setting deploys resources; in this case, review the organisation of resources so that children have more opportunities to select resources and review the deployment of staff during whole group times and meal times to ensure children receive a well organised and relaxed experience.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguard children and promote their welfare. For example, all staff have recently attended the local authority safeguarding training course and appropriate policies and procedures are in place so that staff can take prompt action if they have any concerns regarding children's welfare. In addition, staff accurately maintain all required documents, as a result, clear records are in place regarding the attendance of children, staff and visitors, along with records of any accidents or medication. Good systems are in place to promote the on-going suitability of staff as all staff undergo vetting checks along with systems of induction and appraisal. They have good opportunities to attend training courses that keep them up to date with current childcare practice.

Overall, children benefit from well organised and enjoyable learning experiences that support all areas of their learning and development. However, some aspects relating to the deployment of resources are less well established. For example, opportunities for children to select resources and work independently are not fully utilised due to the current organisation of toys and equipment. In addition, although the setting maintains a high staff ratio to promote children's learning, the organisation of staff routines and responsibilities during whole group activities and meal times are less well organised. Engagement with parents is effective as staff make time to tell parents about their child's day when children are collected. Staff also complete daily contact books where all events of the day are recorded, including details of activities that children have enjoyed. Information is shared with parents on a regular basis through newsletters and parents evenings where parents discuss their children's progress with their child's key person. Staff have established good partnerships with other educational settings that some children attend. Children's care needs are met effectively as staff cater for children's individual sleep and meal time routines. Children are able to learn about diversity through well planned activities that relate to a variety of cultures. They use books and resources that promote positive images of people in the community and learn about aspects of their environment through local outings and visits to the nursery from the local police and fire services.

Staff have made sound progress since the last inspection and show a commitment to driving improvement. Most recommendations raised at the last inspection have been successfully met, although one recommendation is not fully met. This is due to the current use of two styles of registration forms, as a result, written parental consent to seek emergency medical treatment or advice has not been gained for some children attending. Good systems are in place to ensure all staff are able to participate in the variety of methods used to evaluate their service and the

educational programmes. They take positive steps to promote safety within the setting and while on outings as they conduct regular risk assessments and ensure that children are familiar with the emergency evacuation procedures.

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

Children have good relationships with staff and each other as they play well together and freely approach staff throughout the day, engaging in conversations and following the daily routines well. Children show a positive contribution to their learning environment as they take responsibility for helping to tidy away toys and participate in well established routines that promote their safety, such as lining up to walk to the outside play area.

Children are helped to feel safe and secure with lots of support and cuddles offered by staff. They are supported well in learning to share and take turns during play; this helps them become aware of expectations regarding their behaviour. Staff follow children's interests well and extend their learning through a good balance of learning opportunities including free play and adult led activities. Staff plan activities around a topic theme to provide a focus for children's learning; within this planning they incorporate all areas of learning, relevant outings to consolidate children's learning and festivals that relate to a variety of cultures. Daily planning relates to children's individual learning needs and stems from staff assessments of children's progress. Staff show a clear awareness of the learning needs of children in their key groups and differentiate the planning for children of different age ranges and abilities. Staff have established clear and consistent methods of assessing children's progress as they make observations which are linked to the areas of learning and highlight children's next learning steps.

Children's good health is promoted well as staff show regard to maintaining good standards of hygiene practice and help children to learn good routines that help stop the spread of infection. Children adopt healthy lifestyles as they engage in frequent outdoor play, using a range of equipment that promotes their physical skills effectively while enabling them to gain fresh air and exercise. Children's individual dietary needs are catered for and staff record the food and drink intake for babies and younger children in their home contact books. This ensures that information is shared with parents on a daily basis. Children are provided with a balanced diet of meals and snacks that are freshly prepared on the premises. All children are supported by a key person who shares information with parents on a regular basis. Children benefit from a vast amount of indoor play space, enabling them to spread out and move freely during play. The learning environment is bright and welcoming with some displays of children's creative work. Children are provided with a good range of resources that reflect all areas of learning and older children know to ask for resources from the store cupboard. Babies enjoy exploring and are supported well in developing their physical control with lots of support from staff. They develop their social skills as they keenly join in the group song time with staff, helping to develop their vocabulary. Older children's language is extended well by staff during group times and activities, such as listening and

identifying familiar sounds played on the tape. Children show confidence as they sing songs independently in front of the group and all join in enthusiastically to a good range of songs and number rhymes. Children also explore sound as they use a range of musical instruments independently. They learn about technology as they use a variety of operational toys, such as children's style computers where they follow the maths game independently.

Children enjoy being creative and participate enthusiastically with adult-led activities such as making modelling dough; they show skilful use of hand held tools as they use the modelling dough with a variety of accessories, developing their physical skills. Children make purposeful marks while using a range of drawing materials and older children show an awareness that print carries meaning as they attempt to write their names on their drawings. Children use books purposefully and actively discuss the pictures with each other and staff, showing an ability to discuss real experiences. Children develop their problem solving skills as they use a variety of construction sets and puzzles appropriately. Overall, children's skills for their future learning are promoted well as they are engaged in a broad variety of activities that promote their learning effectively and benefit from high levels individual support from staff.

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