

Goslings Day Nursery

Inspection report for early years provision

| | |
|--------------------------------|------------------------------------|
| Unique reference number | EY333991 |
| Inspection date | 03/05/2011 |
| Inspector | Gillian Cubitt |
| Setting address | 106 Evelina Road, London, SE15 3HL |
| Telephone number | 0207 639 5261 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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

Goslings Day Nursery registered in 2006. It is privately owned and linked to another nursery under the same ownership, based in Lewisham. The nursery is accommodated in a two storey building, which is part of a row of commercial premises, situated in the London borough of Southwark. The premises consist of three rooms and an area for outdoor play. The nursery serves families who live or work in the local area.

The nursery is open all year round from 8.00am to 6.00pm Monday to Friday.

The nursery is registered on the Early Years Register. A maximum of 19 children may attend the nursery at any one time, and of these not more than 11 children may be aged less than two years of age. There are currently 21 children under five years of age on roll, including part-time and full-time places. The nursery provides support for children who have special educational needs and those who speak English as an additional language.

There are five members of staff who hold a relevant National Vocational Qualification; one member of staff has level 2 and three members of staff have attained level 3. One member of staff also has a relevant degree in childcare. The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual development and learning needs are being met as are most welfare requirements. The provider is aware of some of the nursery's strengths and is making progress in identifying areas to improve. The manager works well with the staff team and outside agencies to make improvements, although this is not formally documented as goals to be achieved. As a result, some aspects are not fully developed in supporting children's learning and there is not an outcome summary recorded for complaints. There is a strong partnership with parents which helps the nursery to develop a good sense of an inclusive community.

What steps need to be taken to improve provision further?

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

- keep a written record of complaints and their outcome to share with parents on request (Safeguarding and promoting children's welfare) 01/06/2011

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

- develop further children's knowledge and understanding of the world, with particular regard to improving opportunities for children to study and care for plants and objects in their natural environments throughout the year and making interactive toys more accessible to older children
- implement a process of self-evaluation as the basis of internal review to improve provision and outcomes for children, with particular regard to monitoring and evaluating that learning objectives are achieved
- review current menus to include a wider range of fresh fruit, salads and vegetables.

The effectiveness of leadership and management of the early years provision

Staff knowledge and procedures to safeguard children's welfare are sound, ensuring that children are protected. Some members of staff have advanced training in safeguarding and other members of staff know how to access procedures if they have concerns for a child in their care. Children's safety is also supported through daily risk assessments followed by monthly reviews by the manager. Emergency evacuation procedures are in place and practised on a regular basis. This ensures all staff and children understand procedures for their safety.

Systems for monitoring and self-assessment are in place and the new manager evaluates the nursery with the staff, taking on feedback from parents. As a result, changes have been made and there have also been areas of refurbishment and redecoration which brighten the nursery environment. Recommendations from the last inspection have been satisfactorily addressed which also shows a commitment to continuous improvement. However, the methods for identifying weaknesses are not entirely effective. This is because there is a lack of structured approach to self-evaluation to ensure the welfare requirements are being met. For example, a complaints folder is available but there is no clear summary of complaints and their outcomes. This is a breach in the welfare requirements as this information is not available for parents.

Staff respond to the diverse cultures of the children who attend, which supports equality and diversity. Most staff have a good knowledge of each child's background and needs through the 'all about me' form, which is completed when children start at the nursery. Staff make best use of the resources available to engage children's curiosity and planning takes into account cultural events. A suitable range of age-appropriate activities and resources are available for the children, such as diverse role play outfits and displayed photographs of children and their families which make children feel included. Furthermore, good use is made of the community resources, which support children's understanding of their local environment. However, there is a lack of planning to support other activities such as caring for plants and living things throughout the year.

Staff form friendly relationships with parents and carers of children. Parents receive a comprehensive pack when children start and work with the key person to detail children's likes and dislikes. This supports staff in understanding children's starting points as they join the nursery. Parents and carers enjoy exchanging verbal information with the key member of staff as they arrive to collect their child and parents of very young children receive a written daily report which they take home. They are also included in other events such as social evenings, opportunities to look at children's progress files, as well as joining nursery staff and children on outings to places further afield.

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

Children are settled and happy and benefit from being cared for in a welcoming, inclusive environment. They are supported in their play and enjoy daily access to the outdoor play area. Staff work well as a team, sharing ideas and activities. Observations are completed on all children and generally next steps are identified which staff link to the guidance framework for the Early Years Foundation Stage. Key persons generally ensure continuity of care noting children's starting points when they arrive at the nursery. However, not all children's next steps are consistently evaluated to ensure that their learning objectives are achieved. Therefore staff cannot be sure that children are progressing in their learning and development and that they are suitably challenged by the planned activities.

Children have fun being creative with paints and toddlers learn about colours as they produce red hand print pictures and make marks on coloured paper with crayons. Children benefit most from the range of resources in the outdoor play area where they play with soft balls and share ride-on toys which supports their physical development. They build different shapes from interlinking construction toys and staff support their learning by questioning children on their methods of house building. Children learn that some areas need support or their structures will collapse. Staff make cubes from the same resources and children develop the activity by putting these on their heads. Some children pretend they are going to the moon and talk about space rockets. Children also spend time with water play with staff helping children to fill up the trough, holding the hose so that children can watch the water deepen and froth as the bubble mixture is added. Containers are filled and emptied and children enjoy chatting with each other whilst sharing resources, which promotes their social skills. Children show an interest in growing things and they are fascinated when they find a ladybird. They grow tomatoes in the summer months which engage their enthusiasm for caring for plants, although this need to help things grow is not supported throughout the year. Children have access to a range of diverse books appropriate to their age and stage of development. They particularly enjoy being read stories at group times where they also join in with nursery rhymes and songs. Very young children enjoy some basic interactive toys, although more advanced resources allowing older children to explore information and technology are limited.

Children's health is promoted well generally, where they are helped to develop a positive attitude to their personal hygiene. Their independent skills are developing as they help to clear their meals after eating and help themselves to water when they are thirsty. A range of meals are prepared by the cook such as tuna pasta for lunch and noodles for tea followed by fresh apples and plums. However, some meals lack sufficient variety of fresh foods, such as salad which supports healthy eating.

Children are well behaved as staff have appropriate strategies to remind children to think of others. Children have a good awareness of safety; they are encouraged to tidy toys after use and are aware of younger children when playing outside. Children also go on frequent outings where they are made aware of hazards outside their nursery environment. This supports children's overall awareness of caring for themselves which helps them as they move forward to their next stage in their learning and development.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| 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 | 3 |
| The effectiveness of partnerships | 3 |
| 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 | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

