

My Favourite Nursery

Inspection report for early years provision

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Inspector Denys Rasmussen

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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

My Favourite Nursery is a privately owned organisation which has been registered since 2010. They operate from a converted church hall between East Dulwich and Peckham Rye areas of the London borough of Southwark and primarily serve the local community. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of 54 children under eight years, of these, 54 may be in the early years age group. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The setting is open from 8am to 6pm weekdays for children in the early years age range all year round except for two weeks at Christmas and one week at Easter. Children are cared for in three group rooms, with two group rooms on the ground floor having direct access to the enclosed outside play area which is shared by all children. There is also an office, toilet facilities, a staff room and utility room. There are 11 staff working directly with the children and of these, eight have an appropriate childcare qualification and one is in a training programme. Currently there are 22 children on roll, all are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and well cared for by attentive staff. Overall, children's individuality is recognised and nurtured by the staff who generally have a secure knowledge of their backgrounds, individual needs, interests and abilities. The nursery works with parents and other professionals to ensure the children get the support they need, generally leading to effective continuity of care and learning. Systems to evaluate practice are in their infancy and are generally effective in supporting the management and staff to identify priorities for improvement to make further progress. Mostly, children's learning and development is successfully promoted.

What steps need to be taken to improve provision further?

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

- improve the planning and organisation of the care and education of the children aged under three so that all the children's needs can be more easily met.
- support children's growing independence by providing a balance of child-initiated and adult-led play-based activities and by facilitating children to select and carry out activities independently.
- develop self-evaluation systems as the basis of an ongoing review to enable continuous quality improvements.
- provide more opportunities for children to experiment with their senses,

examine living things and natural objects.

The effectiveness of leadership and management of the early years provision

Risk assessment is completed to ensure risks to children are identified and measures are put in place to protect children. Staff are subject to relevant checks to make sure they are suitable to work with children. Safeguarding procedures are in place and designated staff have a sound understanding of the procedures to follow if concerned with a child's welfare. Generally staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis. However, presently two group rooms are working together in one room and the planning and organisation of this, is not always effective in meeting the needs of all the children.

The nursery self-evaluation systems are not yet robust enough to identify all areas that need improvement, however, the management and staff are motivated and have started to identify aspects of the nursery that they wish to improve. They have regular staff meetings where they discuss nursery practice and have recently attended training in behaviour management to ensure consistency across the nursery. Three staff are trained in first aid which enables at least one first aider to be present at all times. When a child has an identified need, the staff attend training and liaise with the parents and the Local Authority to support the child effectively. The staff work closely with parents to find out about children's backgrounds and needs to enable them to give appropriate care and some positive images and photographs around the nursery give children and their families a sense of belonging. Children learn about the beliefs and cultural traditions of others when they celebrate festivals such as Diwali, Chinese New Year and Christmas.

There are adequate resources to support children's learning and development, however they are not always readily available for children to be able to select and carry out activities independently as they are rather adult directed. Nevertheless, in the room for older children there is a very high ratio of adults to children which means the staff are very attentive and able to interact positively to extend children's play and support their self-esteem well. The staff respect the parents' wishes and all parental permissions are in place. The daily information parents receive in their child's book informs them about their child's day and encourages comments from parents to promote consistency of care. Parents value the approachability of the staff and report that the flexible settling in helped their children to settle quickly in the 'happy and relaxed group'.

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

Staff use their observations of the children to plan their future learning. They link these to the areas of learning and use a 'wellbeing and involvement sheet' to

monitor areas of learning to identify any gaps. They initially find out from parents' the child's interests, language, self-care and current development to enable them to understand the children's starting points. Although the children are offered a satisfactory range of learning experiences, opportunities for children to experiment with their senses, examine living things and natural objects is somewhat limited. The staff are calm and polite, and deal with minor conflict skilfully. This enables children to play cooperatively and behave well. Children are reassured warmly, enabling them to settle quickly. Generally good interaction means children are starting to develop a sense of security and confidence within the setting.

Children learn how to keep themselves safe when practising the fire evacuation procedure and how to leave the premises quickly and safely. The older children learn about road safety when involved in worthwhile activities aimed at helping them to keep themselves safe. Children learn about healthy lifestyles because they are offered nutritious meals cooked on the premises by the chef and benefit from having healthy options to choose from at snack time. The older children independently access water when they are thirsty and all children have access to an outdoor area where their physical skills are supported. Good hygiene habits are promoted when children are encouraged to wash their hands appropriately and clean their teeth after meals.

When staff change the babies nappies they use this as an opportunity to talk and interact with them. The babies are happy and respond to staff, making noises, smiling and moving their arms and legs excitedly. They enjoy making noises with wooden spoons as they bang them vigorously on a drum and sing action songs with staff. Children enjoy washing a doll in the water tray and climbing confidently up the climbing cube to slide down the slide. Children are praised appropriately and are eager to interact with staff. The older children relish role play and particularly enjoyed the role reversal when they were staff and the staff pretended to be the children. The children took this role very seriously and one had written her register to mark them in and the other was holding up the behaviour cards to ask the 'children' if they could identify them. Children enjoy their time at nursery interacting with each other and playing with their friends.

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	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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