

The Park Nursery

Inspection report for early years provision

Unique reference number	EY276942
Inspection date	31/05/2011
Inspector	Chris Hodge

Setting address	3 Edwin Hall Place, London, SE13 6RN
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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*.

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Description of the setting

Park Nursery has been registered since 2004. The nursery operates from four rooms in a two storey listed building in the grounds of the old hospital in Hither Green, within the London borough of Lewisham. It is open 50 weeks of the year, five days a week from 8am until 6pm, apart from bank holidays and one week at Christmas and at Easter.

The nursery is registered on the Early Years Register to care for a maximum of 58 children in the early years age group, of these no more than 24 maybe under two years at any one time. There are currently 72 children on roll aged from four months to rising five who attend on a full and part time basis. The nursery receives funding to provide nursery education and supports children with additional needs and children with English as a second language.

The nursery employs a team of 23 staff including the manager, deputy and cook. All staff working with the children hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The committed staff team provide a caring, inclusive and stimulating environment in which children are happy, settled and make very good overall progress in their learning and development. Children's welfare and safety is given high priority. Strong and effective partnerships with parents and other agencies contribute significantly to ensuring that the individual needs of all children are consistently met. Self-evaluation and reflective practice is used extremely successfully to monitor the nursery's strengths and weaknesses and to plan for future improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing younger children with opportunities to experience the full range of resources in the outside play area.

The effectiveness of leadership and management of the early years provision

The consistent and enthusiastic staff team work well together to plan and implement an inclusive, safe and stimulating learning environment throughout the nursery. Children's safety is paramount. Good security systems including a keypad

system and visitors book ensure that unwanted persons can not gain access to the premises. All staff attend safeguarding training and are fully aware of their role and responsibility for recording and reporting concerns in line with Local Safeguarding Children Board procedures. Staff complete comprehensive daily check lists and have good procedures in place to keep children safe from accidents within the nursery. Fire drills are carried out at regular intervals. Rigorous recruitment procedures ensure that all staff working with the children are suitable to do so. All staff are first aid trained and are fully conversant with children's special dietary requirements. All required documentation and records are in place and are maintained to a high standard.

The nursery provides a welcoming and supporting environment in which all children can flourish and where diversity and all contributions are valued. Children with additional language and special educational needs and/or disabilities are very well supported by the Special Educational Needs Coordinator (SENCO) who works closely with parents and the Lewisham Intervention Team. All staff are trained in using Makaton sign language. The stimulating environment is rich in visual time tables and displays, signs and symbols, picture, posters, photographs and displays of children's art work. The premises are set out attractively with an extensive range of good quality resources and activities covering the six areas of learning and encourage children to be active and independent learners both indoors and outdoors.

The nursery operates an open door policy and embraces parents to be involved in the setting and their children's learning and development. Staff work closely with parents to gain information about children's starting points, to provide consistency and continuity and to help children and their families settle into nursery life. Parents are very positive about the nursery and know their children are happy and progressing well, due to high level of information shared with them. The nursery has built up close links with the local community and staff work effectively with other early years professionals. Leadership and management is strong and has a significant impact on the professional attitude and motivation of adults working with children. Staff are supported well in their continuous professional development. They demonstrate a high level of commitment to provide good quality care and continually improve outcomes for children. All recommendations set at the previous inspection have been addressed and the garden has been much improved to create a woodland and growing area for children. Parent questionnaires and thorough and effective systems for self-evaluation, in which all staff are involved, have enabled the nursery to identify and implement priorities for continual improvement.

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

Children make significant progress in their learning and development because practitioners have a very good knowledge and understanding of the Early Years Foundation Stage and that children learn best through active play. Staff have good information about children's starting points, observe them closely and plan

carefully to meet their individual needs. Observations are used effectively as part of the tracking process to ensure children are reaching their goals and to identify the next steps in their learning. Parents are also invited to complete observations at home and the information is included in children's individual planning. Staff maintain on going assessment records which are shared with parents and clearly identify children's progress in each area of learning.

Children throughout the nursery are happy, settled and engaged in their play. They develop close relationships with their key persons who provide emotional support and are familiar with their individual needs. Babies receive lots of nurturing and follow their individual routines for sleeping, eating and playing, to help with separation and settle into nursery life. Children are constantly praised and encouraged by staff to develop their social skills and behave in a positive manner as they learn to share, take turns, play together and keep themselves safe. Children develop increasing independent skills by making choices about their play, helping themselves to drinks, taking themselves to the toilet and helping to dish up their own food at lunch time, although opportunities are missed at tea time to extend this further.

A strong emphasis is placed on communication and language within the nursery. Staff have attended Every Child A Talker) training and have sourced many resources to extend children's speech and language. They spend a lot of time talking to children, playing with them and extending their learning. Older children become increasingly confidently using language to organise their play, contributing their ideas and opinions and engaging in conversation. Babies and younger children have great fun developing their communication skills as they imitate adults and join in simple actions songs. Children throughout the nursery enjoy looking at books and listening to age appropriate stories read to them by adults. The nursery has obtained some story phones which the children enjoy listening to, together with a large selection of 'Story Sacks' which parents are encouraged to take home and read to children at bed time. Children have good opportunities for mark making throughout their play and children's emergent writing can be seen on their drawings and art work. They have many opportunities to develop their creativity and imaginations using a wide range of materials and media such as sand, water, collage resources, junk modelling and painting. They have great fun initiating their own play in the role play areas, singing songs, dancing and playing musical instruments. Babies and younger children enjoy exploring natural and every day materials found in treasure baskets and have great fun learning about simple technology with toys that make sounds and have buttons to press. Older children confidently use the computer and have access to a variety of programmes which encourage them to learn about matching pairs, direction, design, shape, numbers and colours.

Children spend time each day playing outside. Babies and toddlers take turns to use their own play area which is separated from the rest of the garden. Older children relish their time spent in the stimulating outdoor play area where they have great fun developing their physical skills and exploring in the wooded area, digging, searching for insects and bugs and planting flowers. Staff take children on regular outings in the community and provide them with opportunities to discuss their experience of the world and their understanding of their place within it . For

example, at circle time children excitedly talk about their family holiday experiences as part of the current focussed activity. Posters, pictures and positive image play resources throughout the nursery, together with topics celebrating various festivals help children to feel comfortable with different cultures and customs.

Children's health and welfare is fully promoted. The premises are very clean and well maintained and the nursery has good procedures in place to protect children from cross infection and for the administration of medication. Children are encouraged to adopt healthy lifestyles and have access to daily fresh air and exercise in the well equipped garden. Older children can run around, climb, ride on bikes and balance on logs, tyres and blocks of wood and once a week they take part in a Spanish dance and yoga session. Children learn the importance of good personal hygiene routines such as hand washing after using the toilet and before meal times and teeth cleaning. Visits from the oral hygienist teach children how to care for their teeth and gums. Children are provided with a healthy balanced vegetarian diet which includes fish, fresh fruit and water and milk to drink. Meals are cooked from fresh ingredients each day by the nursery cook. Sleep time is provided for children who need to rest during the day although babies follow their own sleep patterns.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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