

Precious Jewels Nursery

Inspection report for early years provision

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Inspector Pamela Bailey

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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

Precious Jewels Nursery is run by an individual provider. It opened in 2009 and operates from a church hall. Children have direct access to an enclosed outside play area. The nursery is situated in a residential and commercial area of Tooting, located within the London in the London Borough of Wandsworth. It is open each weekday from 07.45am to 6.00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. There are currently 10 children aged from two to four years on roll. The nursery currently supports children who speak English as an additional language.

There are five members of staff, four of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are effective in ensuring that all children are well integrated. They work well together to ensure that all groups of children have the opportunity to achieve as well as they can and encourage their involvement in the wider community. Strong links with parents/carers help to involve them in their children's care and education. Good arrangements exist to ensure children's safety and effective procedures are in place to promote children's health. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

What steps need to be taken to improve provision further?

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

- strengthen systems for observation and assessment by regularly reviewing the next steps for children's learning, in order to monitor children's progress towards the early learning goals
- improve the range of resources to promote children's understanding of disability
- improve further partnership with parents by developing systems for parents to become actively involved in the decision making about the provision.

The effectiveness of leadership and management of the early years provision

Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare overall. Robust steps are taken to safeguard children, including vetting procedures which ensures that all staff are suitable to work with the children. There are suitable contingency arrangements in place to cover any absences. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies which are fully understood by staff. Staff are vigilant about safety, take good steps to eliminate risks and children are taught to be safety conscious without being fearful. There are clear procedures for outings that ensure children's safety. Sufficient staff have received training in first aid and food preparation and handling. Clearly defined procedures and routines help to prevent the spread of infection and staff can act in the child's best interest if there is an accident.

Management and staff are highly motivated and have a clear sense of purpose about what they want to achieve. They work closely with the London Borough of Wandsworth early years team where they receive support, guidance and training, and are in the process of developing multi-agency links. Regular staff training needs analysis and the effective systems for the continual assessment and development of staff ensure staff keep up to date with changes and learn new skills. The setting has been successful in securing funding to promote staff's professional development. As a result, all staff are currently working towards a higher professional qualification. Self-evaluation is effective in identifying strengths and weaknesses of the provision and makes good use of findings from other quality checks. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements including those identified at the previous inspection. For example, Children are better protected because positive steps have been taken to safeguard and promote their welfare. Children play in a safe environment because risks and hazards have been minimised. All required records, policies and procedures for the safe and effective management of the setting are in place, well maintained and regularly reviewed. Staff members have been proactive in attending relevant training to improve their skills and knowledge in order to implement the requirements of the Early Years Foundation Stage, including training in safeguarding children, Special Educational Needs Code of Practice, and observation, planning and assessment. Although the views of parents/carers are sought through the use of a comments and suggestion book, systems are not fully established to ensure that parents are actively involved in any major decision making about the provision.

The setting strives to provide a service that is inclusive for all. The settling-in process is seen as a critical period for getting to know the child and family. This ensures that staff have good knowledge of each child's background. There is a strong focus on supporting the language, communication and social skills to enable all children to achieve and participate including those who speak English as an additional language. Staff work with parents to learn key word and use visual symbols, simple signs and gestures so that all children become familiar with the routine and are able to make choices in their play. Activity planning is based on

observations and assessments that are generally well matched to the range of children's needs and interests. However, there are inconsistencies in tracking children's learning as they progress towards the early learning goals. As a result, individual planning does not indicate support or learning intentions for each child. Although there are no children currently attending with special educational needs and/or disabilities, there are emerging partnerships with Wandsworth early years inclusion officer and systems are in place for other professionals such as, the speech therapist to visit the nursery. This enables staff to access specialist knowledge and skills, resources and equipment and ensures good systems are developed to provide support for children and families where appropriate, should the need arise. The setting is also in the process of establishing links with the local schools which children may move on to. Photographs and themed topics about 'My World' reflect similarities and differences within the nursery and wider community. This gives children and families a sense of belonging and help children to learn about and understand the society in which they live. Parents comment on the vast improvement in their child's understanding and use of the English language, the welcoming and homely feeling they receive at the setting, and information about activities which they are able to continue at home.

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

Staff are focused on promoting children's learning. An interesting, well-equipped, and welcoming environment promotes and supports a positive attitude to children's learning, social, physical and economic well-being overall. Daily routines are firmly established, and activities are practical and challenging. Thus children learn the importance of good hygiene routines and self-care skills. They become familiar with the procedures to be followed in the event of an emergency situation and learn to keep themselves safe when out and about in the community. Children are very confident, engaged and take responsibility for choosing what they do and tidy up. They form friendships, collaborate well with others and develop enthusiasm for learning. Children demonstrate a willingness to keep themselves and others safe through good behaviour.

Speaking and listening skills are given priority within the group. Staff use appropriate questioning techniques and extend the children's responses by encouraging them to explain their thinking and introducing new vocabulary. The children enjoy singing and listen intently to stories. They are taught to recognise their names on individual coat hanging and place mats, and a variety of interesting activities such as, role play in the office and drawings increase their awareness of the different purposes of writing.

Children learn to use a range of tools and equipment that help to develop their physical skills, learn how things work, and enable them to build and construct. They manoeuvre wheeled toys and balance on tyres. They select and use different hand held tools for different tasks. For example, forks and shovels to dig in the garden and look at mini beasts through magnifying glasses. Children select and use recycled materials to make musical instruments, work out how the pieces of

train track go together and use different equipment to shape and mould play dough as they pretend to cook in the home area. Older/more able children are confident when using information technology. They are able to access a wide range of computer programmes that supports their understanding of numbers, letters and sounds, and are able to listen to stories. Younger children learn how to operate computer equipment following the guidance of the older children and support from staff. Children are highly valued as individuals. They develop positive attitudes and gain an increasing understanding of themselves and the wider world through planned topics and resources which show positive images of culture, ethnicity and gender, but to a lesser extend disability.

The outdoor area is inviting with children's learning imaginatively planned for. Children make sense of the world and express their thoughts as they join in a diverse range of exploratory and sensory experiences. For example, children learn to care for living things. They show increasing attention and concentration as they water and examine their vegetable garden plot. They wonder at the changes they observe as they pick out and count the number of potatoes they have grown. This is further extended to promote children's understanding about healthy living by recalling trips to the local market where children are able to select fruits and vegetables for their meals.

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	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	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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