

Keeley Road Nursery

Inspection report for early years provision

Unique reference number	EY418221
Inspection date	08/06/2011
Inspector	Rebecca Khabbazi
Setting address	22-30 Keeley Road, Croydon, CR0 1TE
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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

Keeley Road Nursery is one of a group of three childcare facilities run by Playdays. It was registered in 2011. The nursery operates from ground floor converted premises in central Croydon and the facilities are all on one level. There are three group rooms for children, and an enclosed outdoor play area is available.

The nursery is registered on the Early Years Register to provide care for 60 children at any one time. It is also registered on the compulsory part of the Childcare Register. There are currently 28 children on roll. The nursery is open each weekday from 8am to 6pm all year round, with additional sessions available from 7am to 8am and 6pm to 7pm if required. Children attend for a variety of hours. The nursery provides support to children who have special educational needs and/or disabilities, and those who speak English as an additional language.

There are six staff who work at the setting including the manager. All staff have relevant childcare qualifications. The nursery receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery successfully supports all aspects of children's welfare and development. Children are safe and well cared for, and make good progress in their learning in the welcoming, inclusive environment. The committed staff work well with parents and carers. As a result, they are familiar with children's interests and individual needs, which leads to good outcomes for all children. Staff, parents and children all contribute to the evaluation of the provision and the nursery has well-targeted action plans in place to ensure continuous development and improvement.

What steps need to be taken to improve provision further?

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

- link planning for outdoor play to the next steps identified for individual children's learning
- increase opportunities for children to develop their independence by selecting their own play materials and resources.

The effectiveness of leadership and management of the early years provision

Effective systems are in place to ensure that children's welfare is safeguarded. Robust recruitment procedures mean that children are cared for by suitably qualified and vetted staff. All staff complete relevant safeguarding training and are familiar with the procedures to follow if they have concerns about a child at the nursery. All required documentation that supports the smooth day-to-day running of the setting and promotes children's health, safety and well-being is in place. Policies and procedures are comprehensive and work well in practice due to a thorough staff induction process. Staff work well together as a team, sharing tasks and responsibilities throughout the day so that children are appropriately supervised and supported at all times. They make good use of resources to create a welcoming, stimulating learning environment where children have access to a wide range of toys and play materials that are suitable for their age and needs.

Staff work closely with parents to ensure they have a thorough understanding of each child's background and needs. They adapt care where needed so that children's individual needs are met, for instance by using Makaton or visual aids as appropriate or learning phrases in a child's home language, which promotes equality and diversity. Staff build effective working partnerships with other professionals and providers as well as with parents, so that children experience continuity of care. Parents and carers are kept well informed and are happy with the service the nursery provides. They have access to a variety of useful information about the setting through the policies folder, as well as through displays and notices around the nursery. Staff talk to parents every day to exchange information as well as providing daily feedback sheets for younger children. Parents contribute to assessments of their child's progress; for instance, they are advised of their child's next steps on a monthly basis as well as having regular opportunities for meetings with key staff. The management and staff team continually monitor and assess the provision, and each room in the nursery has its own monthly improvement plan. Staff actively involve children and parents in this process; for instance, children use cameras to take pictures of the things that they like and dislike, and parents give feedback through questionnaires. Actions taken are well chosen to improve outcomes for children, such as extending opportunities for children to develop skills in using information and communication technology, and increasing resources for outdoor play.

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

Children make good relationships at the setting. Babies form strong bonds with familiar carers and older children are keen to greet their friends as they arrive. Children grow in independence as they pour their own drinks and serve themselves at lunchtime, but opportunities for children to select their own play materials independently are not fully developed. Children learn to keep themselves safe when they remember the rule that they can only run outside, take part in a project about crossing the road, or learn to use tools such as scissors carefully. They

adopt simple good hygiene routines when they wash their hands before they eat, and staff follow careful procedures for changing nappies, which help reduce the risk of cross-contamination. Children benefit from freshly prepared meals and snacks that take into account their nutritional needs and provide them with a balanced diet. For example, they enjoy bananas and apples at snack time and freshly made meatballs and vegetables for lunch. Children of all ages play outside in the outdoor area every day, as part of a healthy lifestyle. They enjoy practising their existing physical skills and developing new ones as they run around, play games or learn to balance along a beam for the first time.

Children throughout the nursery take part in a good variety of activities and experiences that support their development across all areas of learning. Staff are warm and supportive and use consistent strategies to reinforce rules and expectations, which helps children behave well. They make regular observations of children's achievements and use these to identify next steps for their learning, which then inform activity planning. A wide variety of outdoor play opportunities are available, but outdoor experiences are not consistently incorporated into individual activity plans, in order to meet the needs of children who learn better outdoors.

Children throughout the nursery enjoy stories and books. Older children listen attentively at circle time and babies cuddle up to look at pictures and help turn the pages. Children develop skills for the future when they draw and make marks as they play, and older children begin to learn the letters of their name. They solve simple problems through everyday routines, such as counting how many crates there are as the jump from one to the other, sharing the knives at lunchtime or joining in with number songs. Young children explore the world around them when they investigate a tray of shredded paper, and older children search for ants and wiggly worms in the soil in the garden. They design and construct their own obstacle course, working out how to position the crates and planks of wood, and showing their friends how to climb across. Children use their imaginations when they play a game and pretend they are a dog or a singer on the stage, and when they create pictures with finger paints or glittery shapes. They join in with songs and nursery rhymes enthusiastically, remembering the actions and moving their bodies to the music. Children benefit from well-organised but flexible routines that allow uninterrupted child-initiated play as well as adult-led activities and group times. They are well occupied and stimulated throughout the day and enjoy their time at the nursery.

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