

Village Nurseries Ltd

Inspection report for early years provision

Unique reference number	137376
Inspection date	13/06/2011
Inspector	Justine George

Setting address	Prince Imperial Road, Chislehurst, Kent, BR7 5LX
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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

Village Nurseries is one of several pre-schools run by Village Nurseries Ltd. This group has been operating for many years and were taken over by Village Nurseries Ltd in 2003. They operate from one large hall and a smaller room in a Methodist Church in Chislehurst, in the London borough of Bromley. A maximum of 32 children may attend the pre-school at any one time. They are registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday from 9:00am to 12 noon for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. There are no access restrictions.

There are currently 39 children on roll, aged from two to under five years. The setting receives nursery education funding for three and four-year-olds. Children come from a local catchment area. The pre-school currently supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs five members of staff. They all hold appropriate early years qualifications and two are working towards a higher level childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are eager to enter the setting where they have a good range of activities to explore. Staff are very dedicated and committed towards driving improvement, constantly identifying targets and strategies to move practice forward. In the main, the needs of children are well met and they make good progress in their learning and development. The setting runs smoothly as staff are aware of the policies and procedures to ensure the safety and welfare of children.

What steps need to be taken to improve provision further?

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

- improve further practitioners' knowledge and understanding of the needs of children under three years to ensure experiences and routines are pitched at a level suited to their needs understanding
- use the practice cards to implement ideas to support children with English as an additional language and recognise the value of using such initiatives to support children in valuing diversity in others.

The effectiveness of leadership and management of the early years provision

Children's safety is well fostered. Robust recruitment procedures ensure that all adults are suitable to work with children as the required checks have been carried out. Children are protected from unvetted adults as clear procedures are in place. For example, volunteers and students are not left alone with children or permitted to deal with any personal care. Staff seek information from families about the adults who collect children from the setting. Should an unfamiliar adult arrive to collect children, staff are cautious using a password system. In addition, contact is made with parents before letting children go off with others. The setting is safe and secure where vigilant supervision ensures that all children are accounted for. The required risk assessments are in place to eliminate hazards and there are staff with up-to-date first aid training to ensure children are appropriately cared for should they have an accident. The staff team have sound knowledge of child protection and safeguarding issues. They are aware of the possible signs and symptoms of abuse and the procedures to follow in the event of any concerns. Good literature is also displayed and the written policy provides a good reference tool for staff to refer to.

Equality and diversity is suitably promoted in the setting. Staff seek good information when children first start at the setting and regular ongoing communication with families ensures that such information is kept up-to-date. The setting is inclusive and good partnership work with other practitioners promotes continuity and consistency of care. For example, staff regularly liaise with outside agencies and share strategies to support children in the setting. Staff are aware of children's individual needs and in the main, most children are well supported. Staff recognise the need to further develop their knowledge and understanding of younger members of the group. The setting is inclusive and resources depict positive images of the diverse society in which we live. However, ways to support children with English as an additional language (EAL) are not yet fully established. The deployment of toys and equipment are effective resulting in an environment where children can choose what they would like to play with, developing their play ideas.

Partnership with parents is good. They receive good information about the setting as policies and procedures are available. Parents are provided with newsletters and a range of information is displayed around the setting. Parents' feedback is positive. They praise the friendliness of staff and feel they are approachable in addition, they also like the range of activities that children explore. Staff also value parents' contributions and recognise the important role they play in providing children with valuable skills in the early years. Staff meet with parents throughout the child's time in the setting whereby information about their learning and development is shared. In addition, staff share information about the Early Years Foundation Stage (EYFS) framework, providing parents with a better understanding of learning through play.

Leadership and management are good and there are sound systems in place to further improve the outcomes for children. Staff truly reflect on their practice,

where they have identified areas and targets for improvement. For example, staff are developing ideas to broaden children's experiences in music and maths. The team work well together and all contribute effectively towards planning and reflecting on the session, bringing further improvement for children. All staff hold recognised childcare qualifications and there are good opportunities for staff to further their qualifications. In addition, staff attend training courses to ensure their knowledge reflects current practice. As a result, the team are motivated and enthusiastic.

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

Children are eager to enter the setting and caring staff are on hand to support those who find separation emotional. Families are warmly welcomed and children are keen to explore the range of activities on offer. Children very much enjoy the junk modelling area which is well planned as children have ample space to set out their resources. Around the room are trolleys with a range of equipment which children help themselves to throughout the session. Therefore children cut tape to size, add rolls to boxes, use glue to stick and learn how to design and fix things together. The book area is very inviting with mats, cushions, soft toys and a lovely range of books and posters. Children enjoy listening to stories with adults or share a book with a friend, independently. The layout of the room provides children with experiences to cover all areas of development. However, areas such as the role play and play dough are not as well planned where space is limited.

Children suitably make a positive contribution as they relate well to adults in the setting and seek support or assistance if required. They are keen to share their experiences in both large and small groups. Children are well behaved and they help each other, thus creating a harmonious environment. Children are beginning to learn about the society in which they live as there are some initiatives in place. For example, posters and various toys that depict positive images diversity. Although, several children have English as an additional language and staff are not yet fully secure in their knowledge of ways to celebrate such differences. As a result, some aspects of children's identities are not fully celebrated to ensure a holistic approach towards valuing diversity.

Children's health and safety is well fostered. Children take part in regular fire drills to ensure calmness in the event of an emergency. Children negotiate the space in the hall well, avoiding obstacles. Children also use tools safely for example, scissors and garden rakes, learning how to be responsible in the setting. Children are independent in managing their personal needs where they take themselves off to the toilet and wash their hands, developing good hygiene habits. Children make pizzas for their snack and they also pour drinks and help themselves to fruit independently. Staff are fully informed of children's health and dietary needs which are adhered to. Children have daily opportunities for fresh air and exercise and the recent addition of a canopy provides children with shelter, enabling them to explore all weather elements. Children are involved in growing plants and they have space to dig and hunt for bugs. Children also enjoy sand and water play and

many other exciting experiences, whilst benefitting from the fresh air, promoting their good health.

Children are making good progress in their learning and development and they develop good skills for the future. Their starting points are identified with parents and ongoing observation identifies children's skills and knowledge. Such observation feeds into the planning to ensure next steps are pursued. Children also contribute towards planning as staff seek their ideas. As a result, children's interests are also planned for, making for an exciting environment. In addition, children are motivated and the path is set for enthusiastic learning. A real strength of the setting is how the staff team come together to reflect on the session and plan for the next day. This enables staff to hone in on all the children and bounce around ideas when planning activities. Senior staff are strong whereby they motivate the rest of the team to think about the many learning intentions of activities to meet the differing needs within the setting.

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	3
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met