

Village Nursery

Inspection report for early years provision

Unique reference number	129059
Inspection date	20/06/2011
Inspector	Mary van de Peer
Setting address	The Flat, St Mary's Centre, Ladywell Road, SE13 7HU
Telephone number	020 8690 6766
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Village Nursery was registered in 1991. The setting operates from a first floor flat at the St. Mary's Centre, which is located in Lewisham, South East London. The premise comprises of three playrooms, a reception/office area, kitchen and children's bathroom. Access to the nursery is via a metal staircase on the outside of the building. There is a secure area to the rear of the property for outside play as well as an indoor hall for use by the nursery. The nursery serves the local area and is open five days a week, 50 weeks of the year. Operating times are 8am until 6pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 20 children aged from two to eight years. There are currently 26 children in the early years age group on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and those who speak English as an additional language. There are eight members of staff working with the children, including the manager and deputy. Of these, seven are qualified to at least level 2 in childcare, with the managers holding Level 3 and 4 qualifications. The nursery has regular support from the local authority's early years intervention team (LEARN). The nursery is also a member of the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners promote the unique needs of each child well and support their welfare and learning. Children clearly enjoy being with the adults and one another. The setting is working hard to promote effective partnership working with parents, which helps to ensure that the care and development needs of the children are being met. Risk assessments work satisfactorily to keep children safe; they are recorded but do not include sufficient detail and full consideration is not given to potential risks within certain areas of the premises. The setting's systems used for self evaluation and to drive and maintain improvement are satisfactory. They identified some areas for development that are likely to bring about improved outcomes for children, but do not have a fully accurate awareness of the strengths and weaknesses in the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked. Review these regularly and record details of any action taken

28/07/2011

following a review or incident (Suitable premises, environment and equipment, Documentation)

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

- improve the use of information gathered through observation and assessment to plan for the next steps for children's individual learning
- develop further the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the setting's policies and procedures that help to promote their welfare at all times. Staff have an up-to-date understanding of child protection issues, know where to access important information and know exactly what to do in the event of a concern. Regular safeguarding training for all staff is undertaken. Procedures are reviewed to ensure they remain effective and continue to put children's welfare first. The systems for recruitment and vetting are sufficient; relevant checks are completed regularly to help ensure that all adults working with the children are suitable. Staff are monitored periodically to ensure they continue to promote children's well-being. Risk assessments carried out are recorded but do not include all aspects of the environment that need to be checked on a regular basis, as required and risks associated with children's access to areas such as the kitchen have not been fully considered. Daily visual safety checks assist in the identification of risks and steps are taken to minimise those identified so as to protect the children. Supervision of the children helps to ensure their safety.

The staff work hard together to establish continuous improvements in the provision and plans for improvement are likely to improve outcomes for children. However, they are not clearly evaluating their strengths and weaknesses. This results in some areas such as how play areas are used, effectiveness of risk assessment and the use of reflective practice to support and extend children's learning, not being effective enough. The previous recommendations from the last inspection have been fully addressed, helping to improve practice for the children attending. A good range of toys and resources is offered and children are able to make independent choices in what they use.

Equality and diversity is embedded into every day practice. Staff monitor their practice to ensure the welfare and needs of all children are being met. Children have plenty of opportunities to learn about diversity in society. Children respect each other's differences and the wishes of all children, including those with special educational needs and those who speak English as an additional language, and their families are properly addressed. All experiences are available to all children, providing them with opportunities to learn and develop. Partnership working takes place although any communication is not always recorded.

Children benefit from the positive engagement between the provision and parents. There is an open door policy and parents are welcomed at any time to discuss their children's needs and progress. Policies and procedures are available and the management team is looking at ways to make these more accessible to parents so as to provide them with an increased knowledge of how the setting operates. A notice-board displays a range of useful nursery and general childcare information, keeping parents up to date with information about the care their children receive. Parents spoken to during the inspection are happy with their children's progress and feel that if they have any concerns they are dealt with swiftly. They have daily opportunities to discuss their children's progress with the key workers as well as during planned parents' evenings.

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

Children show they feel safe within the provision. They are happy and settled because staff provide a caring role, are attentive and aware of children's individual needs. Children love to sit with the adults, either on the floor or at a table. Staff provide cuddles of reassurance as they help children who have just started at the nursery to settle. Children gain in their confidence and are developing their language skills well. Each child has a 'Learning Journey' folder that records their profiles, starting points and photographs of activities they do with supporting text. Observations and assessments undertaken are added but these do not clearly identify children's next steps for future learning. The planning which is in place covers the six areas of learning and planned themes, such as the current theme of 'transport'. However, planning does not always take account of where children are in their learning and plan for their next steps. Therefore they are not always suitably challenged by what is offered.

The resources are organised into accessible areas. For example, art and craft, books, puzzles, games and information and communication technology (ICT), plus construction, role play and a number area. Low level wooden storage shelves hold boxes, most of which are labelled with words and pictures, so that children can identify what is inside. Children are able to make decisions about what they want to play with, as well as taking part in adult-led activities. Children enjoy singing, which they do so enthusiastically as they sing their favourite songs and join in the actions with great joy and vitality. Children show physical skills when playing with the construction resources; one child builds a landscape for lions and eagerly allows others to join in. A 'nature table' displays a variety of items for children to explore and investigate, such as, pebbles, shells, pine cones, conkers, bark, moss and feathers. Children enjoy exploring the different textures describing the softness of the feathers, the roughness of the bark with words such as 'tickly' and 'spiky' and they concentrate hard as they listen to sounds they hear from the shells.

Children are unable to benefit from free access to outdoor play. However practitioners schedule in trips down some steps to a safe, secure outside play area

or make use of the indoor hall. This allows them to enjoy fresh air, physical play and inter-active team games, whatever the weather. Children learn about diversity and the world around them through the mix of children attending the setting. The families using the setting come from a variety of backgrounds. Information about their different cultures is shared and everyone is often introduced to new words and items from around the world. The children use paintings to show their favourite way of travelling. One child decorates a plane with silver paper and coloured material, as they explained that they went in one with their parents recently. Another child paints a train and says that they went on a train to their nanny's farm. Children's knowledge and understanding of the world around them is being developed in many ways.

Children are introduced to healthy drinks, meals and snacks during the sessions. However, there are missed opportunities by staff to allow children to pour their own drinks and cut up the fruit for themselves, further promoting their independence. Drinks of water are available at all times. The provision employs a cook and meals for the children are prepared on the premises. Children are being encouraged to become independent when taking themselves to the toilet and washing their hands. They understand the need for good hygiene routines.

There are effective behaviour management procedures that help ensure children are learning to develop responsibility for their actions. They play cooperatively together most of the time, responding to praise and encouragement from staff. This gives them the incentive to do well as they develop appropriate levels of confidence and self-esteem. Any concerns over behaviour are discussed with parents and strategies agreed to meet children's individual needs. Overall, an inclusive and welcoming service is provided.

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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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