

Community Vision Nursery

Inspection report for early years provision

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Inspection date	11/08/2011
Inspector	Jenny Kane
Setting address	Community Vision Childrens Centre, Chestnut Grove, London, SE20 8PD
Telephone number	0208 6591972
Email	
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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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

Community Vision Nursery was registered in 2006 and is run by Bromley Early Years & Childcare Services. The nursery is situated within the Community Vision Children and Family Centre in Penge, which offers a variety of services for children and their parents. The nursery operates from a self-contained single story premises. It is open from 8am to 6pm Monday to Friday all year round. The nursery serves the local and wider community. Children have access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children under eight years may attend at any one time. Of these, fifteen are places for under two's. There are currently 70 children aged from six months to five years on roll, some in part-time places. The nursery provides funded early education for children aged two, and for three and four year olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff all of whom hold appropriate early years qualifications to level 3 or above. They receive support from the local authority's early years advisor and have established close links with the adjoining children's centre and several local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy positive relationships with staff who know their individual needs very well. They are making good progress in the Early Years Foundation Stage because staff and key persons have a clear understanding of how to implement the framework and provide a range of stimulating play activities. The nursery has a high commitment to working together with other professionals and successfully provides an inclusive and welcoming service for children and their families. Effective partnerships with parents and carers, and the sharing of information both verbally in writing, ensure good continuity of care. However, some of the information about children's starting points in their learning is limited. The senior staff team are very clear about their aims; they have a good understanding of the strengths and weaknesses of the setting and use self-evaluation to identify areas for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the observation folders to clearly show children's starting points in their learning and consider how to involve parents further in contributing to their children's observational assessments so they can support their children's learning at home
- consider how to improve the layout and use of the space in the 0-2's room

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding procedures and a high regard to promoting children's safety and well-being. The child protection policy is effective, up to date and shared with parents so they understand the nursery's role and responsibilities. Most staff have attended recent safeguarding training. There are rigorous and robust recruitment and vetting procedures to check that staff and volunteers are suitable to work with the children. All the required documentation is in place for the safe and efficient running of the nursery. Staff are vigilant about children's safety and share the tasks of carrying out daily risk assessments and checking of the equipment in each room and other areas throughout the day to reduce and eliminate risks.

The nursery is bright, welcoming and has plenty of information available for parents which includes the nursery policies and displays about the Early Years Foundation Stage. Staff take responsibility for planning and providing activities in each of the age related rooms. Staff are well deployed, toys and equipment are in good condition and older children make decisions and choices about what they play with and where. This helps to provide an environment which is conducive to children's learning. However, although staff do their best to provide a home-like atmosphere for the babies and toddlers, the room lacks visual stimulation and privacy while sleeping. Staff and key workers have a very good knowledge of children's individual backgrounds and needs, helping them to offer and provide an inclusive and supportive environment which meets children's individual needs. Where staff identify a child who may need extra help, additional support is quickly accessed.

Partnerships are a key strength of the nursery. There are strong links with the children's centre in the same building and many parents enjoy the many services provided here. The senior staff have been proactive in establishing exceptionally good relationships with other providers and professionals involved in the care of the children. This liaison is very beneficial and ensures children and their families are provided with the best possible support. As a result, the three-way sharing of information is highly effective and has positive impact on children's outcomes.

Children benefit from the close relationships which have developed between the staff and their parents. Staff are approachable, supportive and prepared to 'go the extra mile' to ensure parents and carers are included. Consequently parents are very happy with the service and make positive comments. They particularly like the staff's non-judgemental approach, their flexibility, the daily conversations and the

chance to meet other parents socially, for example, at the 'big breakfast' each month. Parents also state that staff listen to their problems, offer practical advice and that they can offer their views and suggestions. One parent's comment "I don't know what I would do without them".

The senior team work very well together to maintain high standards and to drive improvement. They are knowledgeable, experienced and have a range of complimentary skills. They have high expectations, provide good support to their staff and are enthusiastic about their plans to develop the nursery. All recommendations from the last inspection have been addressed. There is a good commitment to staff development and training. Staff are able to express their views and suggestions for change and further improvement. As a team, capacity to improve is strong and they demonstrate a clear ability to build on existing strengths.

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

Staff have a good knowledge of the Early Years Foundation Stage, the areas of learning and how children learn through play. They have a positive approach to supporting children during play and plan a good balance of activities taking into account children's abilities and interests. Activities are well planned by the key persons in each group room. The key person system works well and the observations made are used to plan the next steps in children's learning and development. Children's starting points are established when they first start at the nursery. This is achieved through discussion with parents about what their child can already do. However, at this stage starting points are not recorded in the development folders. The folders are well presented, with plenty of photographs and samples of work to back up the detailed observations. These records are shared with parents periodically and compliment the verbal discussions about children's progress. However, some parents do not contribute to their child's record, which means they are not fully able to support their children's learning at home. Overall children are making good progress in their learning and are developing their skills for the future.

Children have opportunities to mix with different age groups during part of the day. This encourages their social skills and interaction with their peers. They have a good rapport with the staff and know them well. Babies and toddlers approach staff confidently and happily explore their environment. Pre-school children are engaged and involved in the activities, they share and cooperate well and demonstrate a good sense of belonging. Because they are included in decision-making and staff interaction is good, their behaviour is good. Children communicate clearly and explain their ideas confidently. There is a good supply of books and the quiet areas are well used. Staff support language development very well and have attended recent speech development training. They also use 'Maketon' signing, pictorial timetables and technology to make communication inclusive for all children. Children also benefit from access to computers, resources

which promote diversity and celebrate a variety of festivals. This encourages their understanding of the wider world. Posters and labelling around the environment help children to identify number and familiar words. During circle time children count that there are six children in their group. They join in with an interactive story taking various animals from the bag and identifying them before counting how many horses, cows and sheep there are and comparing sizes. They have many opportunities during the day to explore number, shape, colour and texture. A group of babies have great fun playing with the mashed potato which has glitter in it. They smell and taste it and make a lovely mess making patterns in it. There are plenty of resources which encourage children's creativity. Children enjoy dressing up and playing in the role play areas and make good use of the props while acting out various scenarios.

Children's health, safety and welfare are well promoted. Children enjoy nutritious meals, prepared daily on the premises by the nursery cook, using fresh ingredients. Menus are displayed and staff are aware of children with allergies or particular dietary needs. At lunchtime the pre-school children take themselves to wash their hands and put on their aprons before sitting at tables in small groups to eat. Staff and children eat together making for a social time. Children are confident using the cutlery, pour drinking water and help to scrape waste food into the recycling bin. During lunch children discuss their favourite foods and talk about things which happen at home. Babies and toddlers eat and sleep as they need, some feed themselves with help and staff record information in their contact books to ensure continuity. There are many opportunities for children to be active indoors, in the garden areas and on walks in the community. Pre-school children have free access to outdoor areas and enjoy being outside in the fresh air. Staff have a good commitment to free-flow and independent play. During play children learn about their own safety. For example, when riding bikes they are watchful of others, they learn to climb and balance safely and use the equipment carefully whilst having fun and taking small risks. Other examples of staying safe occur during the day when children help to clear away toys, helping to maintain an uncluttered environment. They also regularly practice fire drills so they know how to get out of the building in an emergency. Children play out of doors in all weathers because there are covered areas providing protection from sun and rain. These activities help children's understanding of the need for exercise as part of a healthy lifestyle.

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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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