

The Blackheath Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

The Blackheath Day Nursery has been registered under the current provider since 2007. The nursery is one of three provisions run by Bridge Lane Nursery Ltd. It is located in the club house of a sports ground in Blackheath, in the London borough of Greenwich. The nursery is open 51 weeks a year, Monday to Friday, from 7.30am to 6pm. Children have access to several base rooms and a large outdoor play area. The nursery is registered on the Early Years Register to care for a maximum of 100 children. Of these, no more than 40 children maybe under two years at any one time. There are currently 117 children on roll and the nursery receives funding for early education for children aged three and four years. Children with disabilities and/or learning difficulties and children who speak English as an additional language are fully supported. 37 members of staff work with the children, most of whom hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated with warmth and respect in a welcoming, child-centred environment. Overall, they are well cared for, respond well to the support they are given and make excellent progress in their learning and development. Staff provide a highly inclusive service, supporting all children to participate in activities which meet their individual interests. Good partnerships with parents and others involved in children's care and education help ensure that children's needs are met well. The highly motivated management and staff team demonstrate a positive attitude to self-evaluation and a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the risk assessment to cover anything with which a child may come into contact, with particular regard to communal areas within the wider sports grounds
- develop the healthy meals and other healthy snacks provided for children, for example, by reviewing menus to ensure that they reflect wider variety and choice.

The effectiveness of leadership and management of the early years provision

Staff place a strong emphasis on safeguarding children. Robust recruitment and vetting procedures ensure that staff working with children are suitable to do so.

Written safeguarding procedures are in place and all staff attend safeguarding training and demonstrate an awareness of the procedures to follow if they have concerns about a child. There is a designated safeguarding person for the nursery who has an up-to-date understanding of safeguarding issues in line with the Local Safeguarding Children Board guidance and procedures. Staff are extremely vigilant about ensuring children are well supervised at all times. They are well aware of the fire evacuation procedures, so children can be evacuated from the premises quickly and safely. Risk assessments for the premises and outings and daily checks of the areas used by children are completed to help ensure children's safety. However, risk assessments do not fully include children's use of communal outdoor areas in the sports ground. As a result, potential hazards may not be identified. However, the nursery intends to address this with immediate effect, therefore the impact on children's safety is greatly reduced.

Staff have appropriate qualifications and their good knowledge of each child's needs ensures their welfare and learning are well promoted. They access regular training to enhance their childcare practice. There is a wide range of toys and equipment to meet children's needs, and children are able to self-select from easily accessible resources. All required policies are in place for the safe management of the nursery. Appropriate documentation is maintained. The management and staff team continually consult with each other about the strengths of the nursery and what improvements can be made to improve the outcomes for children. Robust systems of self-evaluation are used to identify and drive future improvement to the service provided.

Parents are provided with very good feedback about what their child has been doing at the nursery and the care they have received. They can view displays of photographs of children engaged in activities and receive details about the six areas of learning. This information provides them with information about how children's learning is promoted through play. Parents state that they are very happy with the care and education their child receives and praise the 'enthusiastic, highly motivated, caring and friendly staff team'. The nursery promotes partnerships with other settings well, to help ensure that children's care and learning needs are effectively promoted.

The diversity of individuals and communities is highly valued and respected, through an extensive range of books, stories, play materials and themed activities. All families are made to feel welcome and the specific needs of each child are identified and used to plan for their individual care and learning. The commitment of the staff to inclusion and to ensuring that that all children have a positive and challenging experience at the nursery is a particular strength of the setting. Staff have forged positive links with other early years settings to look at ways in which they can improve their own service and share good practice to benefit the children. Staff show sensitivity to children learning English as an additional language and learn key words in children's home languages. As a result, children feel highly included, quickly settle in and enjoy their time at the nursery.

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

Children make excellent progress in their learning and development. This is because staff plan and provide a wide range of adult-led and child-initiated activities. Children's learning experiences build on their interests and provide them with sufficient challenge and opportunities to develop many new skills. Children's creative skills are nurtured and their bright and colourful works of art hang from the walls and ceilings. They paint, draw and colour using an assortment of resources. They eagerly explore and use a range of pliable and natural materials such as play dough, conkers, earth, sand and water. Staff extend activities well, talking to the children about what they are doing and asking questions that help to extend their language and reasoning skills. Children develop confidence in using information and communication technology, and they demonstrate good mouse control when using the computer. Children are learning to recognise print from the use of labelling throughout the nursery and use writing materials which are easily accessible to them. Written and photographic observations linked to the early learning goals are completed on all children and shared with parents. These are used by staff to plan for next steps in children's learning taking into account their individual likes and dislikes and preferred learning styles.

Children benefit from free flow play between indoor and outdoor areas. Staff position themselves at activities and in allocated areas across the nursery. This helps to ensure that there is suitable adult supervision and interaction, whilst still encouraging independent play. Children choose from a wide range of activities that help to promote their overall development. There are excellent opportunities to engage in physical play, imaginary play and for children to explore, question and problem solve. Children use climbing equipment, wheeled toys, wooden blocks and ramps and slides with increasing dexterity. They incorporate the equipment into their games and have tremendous fun. For example, they pretend that the blocks are a bus and that they are going on imaginary journeys to the seaside or to visit a castle. Older children particularly enjoy opportunities to explore the natural environment and take part in practical hands-on activities as they visit an area of woodland in the sports ground known as the 'forest school'.

Children feel safe in the setting and they readily approach staff for help or support. They are very self-assured and confident. If a child becomes upset at any time they are comforted by caring staff with cuddles and positive comments. Children are taught the importance of keeping themselves safe and behaving in a manner that does not endanger themselves or others. This applies, for example, to handling equipment with due care. Children's behaviour is excellent and they learn to treat each other and their environment and resources with care and respect. Staff readily praise children and gently remind them of the importance of behaving in an appropriate manner. Children show a sense of belonging as they follow the familiar routines. They grow in independence as they select resources, help tidy away and help set the table for lunch.

Children adopt good hygiene routines when they wash their hands before they eat. Staff follow careful procedures for changing nappies and keeping the areas clean,

which helps protect children from the risk of cross-contamination. Children develop their social and communication skills at mealtimes when they sit together and eat meals and snacks that are prepared on site by the nursery cook. However, menus lack variety and choice. The nursery recognises this as an area for improvement and plan to introduce new menus. Children experience a balanced day with time for rest as well as active play, and nursery routines are adapted to meet individual needs. Transitions between areas as children grow older and move up the nursery and later onto school are very well managed. This helps children to adapt to their new surroundings with ease and confidence. Overall, children develop excellent skills for the future.

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	1
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	1
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	1
The extent to which children develop skills for the future	1

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