

Noddy's Nursery (Gwendolen Ave)

Inspection report for early years provision

Unique reference number

123151

Inspection date

25/07/2011

Inspector

Josephine Geoghegan

Setting address

2 Gwendolen Avenue, Putney, London, SW15 6EH

Telephone number

02087884081

Email

office@noddysnursery.com

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

Noddy's Day Nursery has been registered since 1987. It operates from a large converted house in the Putney area of the London borough of Wandsworth. The nursery is one of two registered nurseries that is privately owned and run by the provider. Noddy's Nursery is open every weekday from 8am to 6.30pm, 51 weeks of the year. Babies and younger children are accommodated in group rooms on the ground floor with direct access to the outside play area. Children over two years and pre-school age children are accommodated on the first floor. All children share access to the large enclosed outside play area. There is a studio area on the lower ground floor, which is used as a dining room and for activities with the peripatetic teachers.

Noddy's Nursery is registered to provide care for 90 children under eight years, all may be in the early years age range. There are currently 114 children on roll in the early years age group, who attend for a variety of sessions. The group is in receipt of funding for the provision of free early education for children. They currently support a few children who have identified special educational needs and/or disabilities. No children currently attend who are learning English as an additional language, although many children are bi-lingual. The nursery combines the Montessori approach to education with the framework for the foundation stage.

There is a team of 34 staff, including a chef and two housekeepers; all 31 staff who work with the children hold relevant childcare qualifications and the manager holds a degree in Early Years. The provider frequently attends the nursery and staff work a variety of shifts. There are additional peripatetic teachers who visit the setting each week to give lessons in dance, music, drama and sports.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, excellent systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. High quality educational programmes are established that promote active learning for all children. This is coupled with excellent methods of tracking children's progress and planning activities that meet their individual needs. Staff challenge children's learning effectively and ensure activities successfully reflect all areas of learning. The capacity to maintain continuous improvement is outstanding. All staff are purposefully involved in the continuous methods of evaluating the quality of the service. As a result children's welfare, learning and development are promoted highly effectively.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending opportunities for children to engage in local outings and gain awareness of their local environment.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to ensure children's welfare is safeguarded. Staff have attended relevant training. They successfully implement a range of procedures that help to keep children safe and protect them from harm; these include appropriate vetting systems for all staff and peripatetic staff. All required documentation is in place. All documentation is used and stored appropriately, providing a clear track record that promotes safeguarding. Well established induction procedures and systems of appraisal ensure staff's continuous suitability to work with children. High regard is given to promoting children's safety as the setting is clean and well maintained. Staff complete a range of risk assessments and safety checks relating to the setting and prior to outings.

Equality and diversity are promoted purposefully. Staff relate the care provided to children's individual needs and abilities. They have established excellent systems to ensure the needs of children with special educational needs and/or disabilities are catered for effectively. This includes close staff liaison with parents and other professionals who work with the children. Staff provide well planned activities that help children learn about cultures and beliefs. The learning environment is visually stimulating with an excellent range of toys, books, posters and photos that promote positive images of people in the community. Highly effective partnerships have been established with other educational settings, promoting children's transition to school.

Engagement with parents is fully embedded in staff practice. They provide parents with continuous information about their children's progress and encourage their involvement in the life of the nursery. Parents are able to express their views through regular meetings with their child's key person. They also complete questionnaires, where they report they are happy with the service the nursery provides. Staff have established excellent systems to evaluate the quality of the service and the educational programmes. They clearly highlight their strengths and any areas they plan to improve. In addition, staff attend a variety of training courses, showing a commitment to developing their understanding of childcare and education. They have also successfully met all recommendations from the last inspection, showing a commitment to driving improvement within the setting.

Overall, excellent systems are in place to ensure deployment of resources is effective. Staff ensure children benefit from high levels of supervision and support. They provide a well organised day where excellent use is made of time and space. The time that children attend is used productively to promote all areas of learning.

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

Children are provided with an exceptionally well organised learning environment. Each group room has bespoke fixtures and fittings, which make excellent use of the space available. For example, all children are able to select resources and work independently as toys and resources are stored at low level in all group rooms. Younger children are provided with ample play-space to crawl and develop their walking skills in safety. Older children benefit from well designed group rooms, with mezzanine areas that are used as cosy book areas; this entices children to develop an interest in using books for pleasure. Below the mezzanine areas are well equipped home corners; children use these with enthusiasm to re-enact real life experiences, as they engage in role play games. Wall displays of photos showing children engaging in a variety of activities and outings ensure parents are kept well informed about how their children spend their time at the nursery. A broad range of information about the setting is displayed, including activity plans for each group room and set activities with peripatetic teachers. Children's physical care needs are met extremely well; each group room has an excellent range of appropriate child sized furniture that is sufficient for the number of children attending. Toys and books are of good quality and reflect all areas of learning and include a range of Montessori resources.

Overall, children are offered an excellent balance of learning opportunities. These include free play, group adult led activities, outside play and outings that relate to themes and places of interest; although, opportunities for children to participate in regular outings in the local environment are less well established. Adults support children's learning exceptionally well. They follow children's interests and plan activities that relate to their individual needs. Staff have completed the 'every child's a talker' training. They use this ethos to promote children's language skills during play and through adult led activities, such as singing set rhymes and reading stories agreed for each week. The key person system is firmly established in staff practice. Staff plan activities for children in their key group, ensuring these relate to their individual needs. Staff maintain excellent assessments of children's learning. Staff in all group rooms make consistent observations of children during play, including photos and samples of children's work. Observations show clear links to the expectations of the early learning goals and highlight children's learning priorities.

Children are exceptionally well behaved and respond positively to the daily routines. They show a positive contribution for their learning environment. They help put away toys after use, put chairs out for story time and help clear away after lunch; this enables them to develop a sense of responsibility. Children are supported in learning clear expectations of their behaviour, as they share and take turns during play. Children show good relationships with staff: for example, younger children crawl and climb onto the laps of staff and enjoy hugs and cuddles, showing that they are developing secure attachments that help them to feel safe. Older children freely approach staff if they are upset and show an awareness of using language to express their feelings and negotiate during play.

All children are supported in developing their self care skills at mealtimes. They make healthy choices of the foods that they would like to eat and help themselves to drinking water throughout the day. Children are provided with a nutritious diet of freshly prepared meals and staff show an awareness of children's individual dietary needs. Children have excellent opportunities to adopt healthy lifestyles. They participate in frequent outdoor play and have weekly sessions of dance and sports activities, enabling them to have regular fresh air and exercise. Staff give high regard to ensuring very good hygiene procedures are used in practice and learnt by children during everyday routines, such as appropriate hand washing.

Children have outstanding opportunities to enjoy, achieve and develop their skills for the future. They are supported well throughout their time at the setting, as staff discuss children's needs and interests with parents when they begin. Children participate in a gradual induction period to help them transfer from home to nursery and through each transition stage. Excellent systems are in place to help prepare children for their transition from nursery to school. For example, children make life size cut-out paintings of themselves in their new school uniforms, participate in activities and share stories about going to school. At the end of term they perform a show to their parents and receive a leaving certificate from the nursery.

Children are confident and active learners. They use resources purposefully and move freely during play. They enjoy relaxed meal times where they sit in small groups with staff and freely engage in conversations, developing their social skills. Children of all ages are supported well in developing their language skills. Younger children develop their vocabulary while looking at books with staff and naming the pictures. Older children are able to use language to express real and imagined experiences and negotiate during play. Younger children make purposeful marks while using paint and drawing materials. Older children make representational drawings of people, animals, flowers and trains. They add their names showing well formed letters. Children are also supported in learning about the letters and the sounds they make, as they talk about the letters of their names with staff.

Children show a good awareness of number and use mathematical language during play. Older children are able to play maths games independently and show an awareness of addition. Children develop their problem solving skills as they use a broad range of puzzles, construction sets and Montessori equipment effectively. They show skilful use of technology, using the computers independently. Children learn about nature and living things, caring for the fish and growing a variety of plants. All children have excellent opportunities to develop their free creative expression. They use a broad range of art, craft and malleable materials effectively. They participate in weekly music sessions to develop their awareness of rhythm and sound. Younger children enjoy using the variety of wheeled toys in the outside play area, helping to develop their coordination. Older children show skilful use of balls and hoops and develop their physical control when using the climbing apparatus. They show skilful use of a variety of hand held tools and an awareness of their bodies, talking about how strong they are while flexing their muscles.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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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