

# Shalom@Destiny Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY346848

**Inspection date**

21/09/2011

**Inspector**

Ray O'Neill

**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*.

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

Shalom@Destiny Day Nursery opened in 2007 and operates from two rooms in the annexe of a church which is situated in the Camberwell area in the London Borough of Southwark. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There is no outside play area, so children use a local park within the area.

The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are currently 20 children aged from six months to under five years on roll. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 13 members of staff, including the manager and the resident cook. All staff members hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Improvements have been made on the recommendations from the last inspection. Children's needs are promoted most of the time, although a specific legal requirement relating to safeguarding is not met. Children play in a well-resourced, inviting and inclusive environment. Staff's knowledge of how each child learns is reflected well in the quality of provision throughout the Early Years Foundation Stage; ensuring outcomes for children are promoted the majority of the time. The setting engages well with parents, giving priority to children's continuity of care and learning development. The setting have developed successful partnerships with other settings and some professional agencies, ensuring the additional needs of children are met for the majority of the time. Systems to evaluate practice are developing and the capacity for continual improvement is satisfactory.

## What steps need to be taken to improve provision further?

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

- to implement an effective recording procedure and policy for the administration of medicines. 10/10/2011

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

- improve children's opportunities to attempt to write for various purposes through their play

- promote that all staff actively engage in sustained conversation with children to further develop their communication and language skills.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded and promoted adequately in most areas. Staff understand their role and responsibilities in protecting children and have clear procedures to follow, in line with requirements. Effective recruitment and vetting procedures ensure that all staff working with children are suitable to do so. Staff take reasonable steps to manage and eliminate most risks to children. However, staff do not always follow the recording procedure when administering medicines. Records of risk assessments identify safety issues, and action is taken to minimise all risks present. Successful fire drill procedures ensure children have a good understanding of what to do in an emergency. A safe arrivals and departure procedure makes certain children are collected by authorised people known to staff.

The manager has a clear sense of what the priorities are within the nursery, through a consultation and self-evaluation process involving staff, parents and children. Suitable plans, training and programmes are implemented to address identified weaknesses. For example, to improve children's language and communication skills, staff received training in the "Every Child a Talker", programme. However, effective monitoring of the impact of this initiative on children's learning and development is not fully embedded. All recommendations set following the last inspection have been addressed

The nursery has built a committed team supported by opportunities for continual professional development. Regular staff meetings and sound working relationships between staff help to ensure appropriate provision for the children. Children have access to a good range of resources, either pre-selected or within easy accessible reach. The resources available promote all areas of learning and ensure that children are included and encouraged to participate in the setting's activities. Staff value children as unique individuals and have a good understanding of each child's welfare and learning needs. Staff support children effectively to develop understanding of diversity through good use of the setting's multi-cultural resources, strong partnerships with parents, visits and the celebration of festivals.

The nursery has established links with other settings and professional agencies. Staff have a satisfactory understanding of the systems in place to liaise with other professionals, particularly local authority Early Years advisors. Staff support children's transition to local primary schools well. For example, staff accompany children on initial visits and maintain contact as they settle in. Staff have established good relationships with parents, who are actively engaged in the nursery. For example, parents support children's development by providing workshops in Spanish and personal hygiene, fund raise, and attend progress meetings and graduation ceremonies in high numbers. A key person system is in place and an effective induction procedure ensures that children settle into the nursery's routines well. Parents receive sufficient information about the nursery

through newsletters, displayed notices, policies and procedures. Parents and children receive a friendly welcome and staff attend to meeting the individual needs of babies and exchanging information with parents through written daily diaries, including information on supporting their child at home.

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

Staff have a sound understanding of the Early Years Foundation Stage and use a key person system to support children to produce satisfactory outcomes. Children enjoy a balance of adult led and child initiated activities that cover all areas of learning. Children confidently move around the clean, stimulating environment choosing from the accessible resources. They are familiar with the routine and the layout of the nursery due to continuous practices. Staff have a clear respect for the children and make learning and development for the individual their key focus most of the time. For example, the nursery has identified that language and communication skills needed to be developed and trained staff and implemented the "Every Child a Talker" programme. However, opportunities to engage children in developing their language and communication skills during daily routines are not always acted upon.

Children are inquisitive learners asking staff and visitors questions and eager to show their achievements. They enjoy participating in all the activities, particularly when they lead the play, such as creating imaginative pictures or composing music using their preferred instruments. Children enjoy listening to stories by staff and visitors from the library. All children embrace the opportunity to borrow books, ensuring good progress in reading is maintained. Children are provided with the resources to develop their writing skills and some older children are beginning to form letters. However, children have limited opportunities to develop writing skills independently through play. All children progress well in their mathematical development. For example older children can successfully measure quantities in cooking activities and solve complex shape and picture puzzles. Younger children enthusiastically join in number songs and counting games. Children make very good progress in their use of technological devices, such as computers, digital cameras and camcorders. For example, three-year-olds competently use computer hardware, solve shape puzzle programmes and explain their methods when using the software.

The staff plan for individual children's learning needs through a flexible planning system which links closely to children's individual learning patterns, interests and activities. Information regarding children's achievements and needs is used appropriately to support each child's learning and development. Written plans linked to the six areas of learning reflect the learning intentions and make clear what the children are expected to learn from the activities.

Children's understanding of hygiene procedures are promoted well. They know the reasons for washing their hands before eating, preparing food and after toileting. They are provided with highly nutritious snacks and meals which are prepared by a

resident cook. Children have a good understanding of how to promote their own safety. For example, three-year-old children relate the safety rules for visiting the local park with confidence. Children's behaviour is very good. They are kind to each other, cooperate in groups, listen and follow instructions.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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                             | 3 |
| 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                                | 2 |

### 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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| 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       | 3 |

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## **Annex B: the Childcare Register**

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