

# Buds Day Nursery

Inspection report for early years provision

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**Unique reference number** EY424239  
**Inspection date** 09/12/2011  
**Inspector** Marcia Robinson

**Setting address** New Testment Church Of God - Deptford, Bawtree Road,  
New Cross, London, London, SE14 6ET  
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**Type of setting** Childcare - Non-Domestic

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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**

Buds Day Nursery is privately owned and registered in 2011. It operates from three rooms situated on the first floor of church premises. Children have access to an enclosed, outdoor area. The nursery is located in the New Cross area within the London Borough of Lewisham. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 36 children in the early years age range may attend the nursery at any one time. There are currently seven children aged from one to under three years on roll. The nursery currently employs two childcare staff and a manager. All staff hold appropriate early years qualifications, while the manager holds an early years degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Good systems are in place so that the needs of all children in the Early Years Foundation Stage are met effectively. Staff show high levels of interaction with children and offer a well-planned and balanced curriculum that supports all areas of children's learning and development. As a result, children are happy, settled and purposefully engaged in play. The majority of the documentation in place is effectively used, for example, to support the children's safety. Self-evaluation systems are in their infancy as this is a newly registered provision. However, leaders and managers are committed and are working hard to show good capacity to continuously improving the nursery and outcomes for children.

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

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

- extend the annual risk assessment to cover anything with which a child may come into contact
- extend ongoing internal review to assess what the setting offers against robust and challenging quality criteria.

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

Good systems are in place to help safeguard children and promote their welfare. Robust checks are completed regarding staff suitability, including vetting, induction, training and appraisal. Staff and the lead designated person have attended relevant training and implement detailed safeguarding policies and procedures. They know what to do if they have any concerns regarding children's welfare. All required documentation is in place and used effectively, such as

records of attendance for staff, children and visitors, along with records of any accidents or medication administered. Staff show high regard to promoting children's safety. They conduct risk assessments relating to the setting and keep records of daily health and safety checks for each area of the provision. However, the annual risk assessment document does not cover everything that children come into contact with. Staff also conduct risk assessments prior to any outings, including the trips to the local park, helping to keep children safe. Staff work well together as a team, sharing tasks and responsibilities throughout the day so that the nursery runs smoothly on a day-to-day basis. Children have access to a good range of resources that are deployed mostly effectively to help children to have independent selection and choice while playing. Staff engage well with parents to exchange detailed information to develop an understanding of each child's needs. This information is used well by key persons to assess starting points and plan activities according to children's interests and abilities. It is also used to reflect the uniqueness of each child as resources, such as books and toys, effectively support children's learning of their own and others, backgrounds, festivals and cultures.

The staff engage well with parents and work hard to build strong relationships, so that children benefit from mutual support and consistent care. Parents receive comprehensive information about the nursery. They are kept up to date about children's progress through a combination of daily discussions, contact books and planned review meetings. There is an effective, two-way flow of information between parents, carers and the setting, regarding children's learning, development and welfare. There are currently no children on roll who attend other settings or need support from other agencies. However, the staff are aware of the need to work in partnership with any other settings if the need arises. Leaders and managers show a strong commitment to driving improvement, including the professional development of the staff team. They attend a range of relevant courses to extend their knowledge of childcare and education. Methods of evaluation relating to all aspects of the provision are in their infancy. The management and staff team are keen to improve the services for parents and children. They work closely with the local authority and have started to make changes to positively impact on children's outcomes, such as improving the use of space and developing the outdoor area. This is the nursery's first inspection and self-evaluation is yet to be formalised against robust and challenging quality criteria across the whole of the provision.

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

Children show a strong sense of security and belonging. They are confident and settle well, as they respond to staff support during activities. Children participate in well-established routines that promote their understanding of keeping themselves safe. These include holding on to the rail to access the garden and participating in regular, emergency drills. Children benefit from a good amount of indoor play space, enabling them to spread out and move freely during play. The learning environment is bright and welcoming with displays of learning posters, children's creative work and photographs. Children use a broad range of good quality

resources that effectively supports all areas of learning. Healthy lifestyles are adopted by children. They frequently use the wheeled toys and ball pool during indoor and outside play, developing their physical skills. Young children rest and sleep according to their individual routines. Children benefit from varied, freshly prepared meals and snacks, including fresh, drinking water throughout the day so that they do not become thirsty. Children's individual dietary needs are known and their independence is fostered well at mealtimes, as they make healthy choices of foods that they would like to eat.

Staff have a good understanding of the Early Years Foundation Stage framework and implement it well. Assigned key staff know children effectively to provide a varied, interesting and challenging range of play opportunities and activities. Daily planning relates well to children's individual learning needs and interests. Staff show a clear awareness of the learning needs of children in their key groups and plan at different levels for children of different age ranges and abilities. Staff are establishing clear and consistent methods of assessing children's progress; they make regular observations linked to the areas of learning and highlight children's next learning steps. Children enjoy a well-organised range of activities and experiences, including a balance of adult- and child-led learning opportunities; covering the six areas of learning. They have good opportunities to enjoy, achieve and develop their skills for the future. For example, children are keen to learn and use resources purposefully. Staff well extend children's interest in technology. Young children are fascinated when operating the tape recorder and access a wide range of operational toys and equipment to develop their learning. Children enjoy being creative using a range of paint, collage and malleable materials. They role play imaginatively, pretending to go shopping and imitating adults in the well-resourced home corner.

Children have good relationships with staff and each other. They are supported well in learning to behave, including sharing and taking turns during play. As a result, children are well behaved, given their ages and stages of development. They follow the daily routines for story times and outdoor play well. Young children play harmoniously alongside each other; they freely engage in conversations using sounds, gestures and singular words to convey simple and more complex messages. They enjoy using flash cards to build their word recognition and reading skills, promoting communication, language and literacy effectively. Overall, children engage in a broad variety of activities that promote their learning effectively and they benefit from high levels of individual support from staff.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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