

New Vision Day Nursery

Inspection report for early years provision

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Inspection date

15/02/2012

Inspector

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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*.

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

New Vision Day Nursery registered in 2011. It is one of two settings owned and managed by the organisation. The nursery operates from a large hall to the rear of a building, in Forest Hill, Lewisham. There are separate toilet facilities for children and staff, and a self contained kitchen. There is also a large outside play area for children.

The nursery is open each week day from 8am to 6pm, all year round, except for bank holidays and one week over Christmas. The nursery is registered to care for no more than 31 children under eight years; of these, not more than six may be under two years at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently seven children on roll.

The nursery employs three staff in addition to the two managers. All staff who work with the children hold relevant early years qualifications at level three or are working towards gaining a relevant childcare qualification. The nursery also employs a cook to prepare children's meals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is successfully promoted by a caring and experienced staff team. They provide a welcoming child-centred environment, in which children play and learn. Staff have an excellent working knowledge of the Early Years Foundation Stage, which enables them to effectively support children's individual needs overall. Effective self-evaluation systems are in place to ensure that staff build on their good practice to maintain continuous improvement. Excellent communication systems ensure strong partnerships and consistency of care. Children's welfare is effectively safeguarded and underpinned by generally effective records, policies and procedures.

What steps need to be taken to improve provision further?

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

- ensure that written records of accidents are consistently documented with the correct information.
(Promoting good health)

29/02/2012

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

- consider additional ways to further develop children's opportunities to self-select toys and resources, thereby increasing their independence and development
- develop further opportunities for children to increase their own independence in relation to self help skills (this relates to access to drinks).

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff. Staff complete safeguarding training and know what steps to take if they have concerns about a child. There are good arrangements for promoting staff development, such as accessing training courses and all staff have attended paediatric first aid training. Effective risk assessments and daily safety checks minimise risks to children, enabling them to play safely. A range of well written policies are in place to reflect the setting's procedures, which promote children's wellbeing effectively in the main. However, records relating to accidents are not consistently well maintained. For example, some records have dates and other relevant details missing. As a result, these records are not always fully effective or efficient.

The nursery is organised to maximise children's comfort and enjoyment; as a result, children thrive in a setting which is conducive to their learning and well-being. Children's learning is significantly enhanced by the excellent use of high quality, rich and stimulating resources. The staff team are well-established and work well together, sharing tasks and responsibilities throughout the day.

Children can independently select from a substantial variety of very well maintained resources that support their play and learning extremely well. The addition of written labels, alongside the pictorial labels, on resources and around the playroom in general, was discussed as a way to further increase children's independence and development. Children benefit from a setting where equality and diversity are very well supported. Staff ensure they have an in depth knowledge and understanding of each child's individual needs.

Parents are kept well informed about all aspects of the nursery and their child's development, through the effective daily verbal feedback with their children's key-worker. Parents are invited to attend reviews on their child's development every three months and are encouraged to view and contribute to their children's development profiles on a regular basis. In addition, when reviewing the nursery's organisation, management also take into account feedback from parents and use this information to improve outcomes for children. For example, parents are consulted in relation to updating the menu and asked to share recipes and ideas for new meals for the children. Effective partnerships with other agencies involved in the care of the children; such as speech therapists, are established to ensure individual children's needs are fully supported and additional support is obtained if required.

The management and staff demonstrate good levels of ambition and drive for continual improvement of the nursery. They are enthusiastic about the running of

the provision and set themselves high standards which are embedded in all areas of the practice. As a result, the setting's ability to maintain continuous improvement is extremely good.

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

Children are cared for in a welcoming, stimulating environment, where their needs and routines are respected and fully supported by the caring and attentive staff. Children respond positively to the attention they receive from their key person and other members of the team and show a sense of belonging. They have evidently formed close bonds with the staff and routinely approach them for cuddles and support, which fosters their emotional well-being and helps them feel secure. Children also regularly practise fire drills and are involved in discussions about road safety; enabling them to start to take age appropriate responsibility for their own safety.

Children are content and settled because their individual health and dietary needs are met to a good standard, overall. They show a good understanding of the benefits of enjoying a healthy lifestyle, as they select fresh fruit at snack time and enjoy a drink of squash. Children are not given opportunities to develop their self-help skills fully, however; such as independently accessing their own drinks, rather than having to wait until these are offered by staff.

Children have daily opportunities to engage in a wide range of physical activities, both indoors and out; which helps them gain a good understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Children also have opportunities to be involved with activities in the developing garden, for example, planting and nurturing fruit, vegetables and spring plants. This helps to develop their understanding of the world around them.

Children behave in a responsible manner and begin to show an excellent awareness of responsibility within the setting. For example, they know when it is time to tidy up for snack time and when it is time to get ready for nap time.

Children work very well independently and with others, showing excellent negotiation and cooperation skills. Children also enjoy numerous opportunities to develop creative skills with an excellent array of art and craft activities, including painting and cutting, as part of the current 'weather' theme.

They spend extended lengths of time concentrating on chosen activities, such as drawing, practising their shape recognition and fine movements as they use a variety of pencils and chalks to mark make. Equality and diversity is effectively promoted within the nursery. Children have access to a good selection of books in the cosy book area, including several with bilingual text and of a multi-cultural nature. In addition, pictures and posters are displayed throughout the setting, including welcome messages in numerous languages relevant to the children attending. These help to create a rich and diverse environment and support children in the setting with their dual language acquisition. Children gain good skills for the future, as they enjoy daily access to a computer and competently operate the numerous interactive toys throughout the setting, including several that aid letter and number recognition, which helps them become confident users of information and communication technology at a young age. Children actively

contribute to discussions, offer their opinions and negotiate and plan their own activities. For example, deciding what to play with next and what materials they want. This gives children optimum levels of confidence and self motivation, whilst challenging and supporting their development.

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