

# Destiny Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY432474

**Inspection date**

02/03/2012

**Inspector**

Marcia Robinson

**Setting address**

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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**

Destiny Family and Children Centre is privately owned by an individual provider and registered in 2011. It operates from two rooms situated on the ground floor of a community hall. The nursery is located off the Old Kent Road in the London Borough of Southwark. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 43 children in the early years age group, of whom only 15 may be under two years. There are currently eight children aged from two to under five years on roll. The nursery supports children who speak English as an additional language. They currently employ four childcare staff, including a manager. All staff hold appropriate early years qualifications, while the manager has a National Vocational Qualification at level 4. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Good systems are in place to ensure 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. Overall, children's health and safety are well fostered in the well-organised, inclusive environment. Staff build good relationships with parents and they generally work well with the schools. 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 a good capacity to continuously improve 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:

- accurately maintain all rooms used by children at a temperature which ensures the comfort of the children and staff
- extend ongoing internal review to assess what the setting offers against robust and challenging quality criteria
- develop effective working relationships with other providers, ensuring information about children's next steps for development are discussed and shared to provide continuity and progression.

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

Staff safeguard the welfare of children successfully. Robust recruitment procedures ensure that they are suitable to work with children and are appropriately qualified. Management actively encourage staff to undertake relevant training, which helps promote good outcomes for children, for example, safeguarding, mark making, signs and symbols and a course on Every Child a Talker (ECAT). This, together with the systems of induction, appraisal and regular staff meetings, ensures staff are supported in their role to work with children. Children are safeguarded well, as policies and procedures for child protection are detailed and all staff are aware of their duties and responsibilities. Staff show high regard to promoting children's safety. They conduct risk assessments and daily safety checks to ensure any potential hazards are quickly dealt with, so that children are kept safe on the premises at all times. However, the temperature in one of the rooms does not always promote the comfort of the children and staff throughout the day. Staff give careful thought to keeping children safe while off the premises. They are constantly reviewing their risk assessments, namely those relating to individual outings and trips. Consequently, all required documentation is in place and is used effectively. The records of attendance for staff, children and visitors, along with records of any accidents or medication administered, are kept up-to-date. 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 are strongly committed to continual improvement and have started to make good use of feedback from parents and the support of the local authority, as they start to monitor and evaluate the provision. This is beginning to impact positively on children's outcomes, with staff planning menus with children and children joining the local library. Subsequently, this has led to children eating more healthy food and they have developed their growing love of books. However, as this is the nursery's first inspection, the self-evaluation process is yet to be formalised against robust and challenging quality criteria across the whole of the provision.

Good use is made of available resources at the setting. Space and equipment is well organised and helps create a welcoming learning environment. Children can see and reach toys, books and resources that are of particular interest, enabling them to be active learners. Staff work well together as a team and are well deployed to teach children new skills and expand their vocabulary and learning opportunities. Staff promote equality and diversity well and good practice is evident throughout the nursery. Parents settle their children into the nursery over a gradual period of time. Staff use this time well to build secure relationships with parents, as they find out about children's individual needs, such as their child's development so far. 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 through the good range of resources, including well planned activities and themes, helping to build children's knowledge of their own identity and that of the wider world. Ideas are developing well to support children with English as an additional language through the implementation of training resource materials relating to signs, symbols and visual

timelines. Although no children currently attend who have special educational needs and/or disabilities, there are systems in place to support any children in the future. Partnerships are well-established with children and families in the local community, who attend the centre for drop in sessions. However, partnerships with other educational settings children attend are developing. This enables an overall satisfactory sharing of relevant information and consistency of care. Parents are kept well informed on a day-to-day basis through the daily communication book, regular newsletters, the notice boards and verbal discussions when children arrive and leave. There are also formal opportunities for parents to regularly meet with their child's key person and good use is made of two-way communication books. As a result, parents are becoming progressively involved in their child's learning as they share information with staff and are involved in the decision making about their child's learning and care.

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

Children enjoy the time they spend at nursery and are happy and well engaged in a stimulating range of activities. Staff provide a stimulating and well organised learning environment. Photographs of children participating in activities, learning posters, creative displays of children's work and lots of information displayed for parents adorn the walls. This creates a welcoming nursery environment, which is motivating children to play, practise and develop skills across the six areas of learning. Children are active learners as staff offer high levels of support to children during play. They follow children's interests well and extend their learning as they talk to them about the activities and ask questions that make them think. The effective key person system ensures staff know the children well and they make regular observations of their play and learning. They successfully use this information to inform future planning, so that the individual learning needs of the children are catered for effectively. In addition, children's individual and group folders show a good range of photos of them participating in outings and activities. These folders are constantly available to parents and show a continuous track record of children's progress over time. A flexible daily routine, including group times, free play and outdoor play, provides a good balance of adult-led and child-initiated learning. Children are confident, as they freely engage in conversations, play harmoniously together and readily approach staff for lots of hugs when they arrive or if they hurt themselves. They have good opportunities to enjoy, achieve and develop their skills for the future, through the experiences and activities they encounter. Children use language to express real and imagined experiences during story time sessions, or they enjoy singing familiar songs and join in enthusiastically with the actions. They have regular opportunities to use programmable resources, such as laptop computers, for linking sounds and letters. In addition, children use a range of operational toys and equipment to develop their awareness of technology. They develop their problem solving skills as they use a range of puzzles and construction sets effectively. The daily routine includes active play indoors and trips out in the local community. This ensures children have variety in their routine and are able to explore wider learning opportunities. For example, they go to the local shops to buy their food for snacks, visit the park where they

enjoy running around or taking their turn on the slide, or they visit the library to choose and look at books. This also ensures children have regular physical play, exercise and fresh air. Children with English as an additional language are well supported in their play and learning. Staff learn key words and have books, written in English and a range of community languages. This shows respect for children's home backgrounds and develops children's awareness that print carries meaning, as they see words written and spoken in different languages.

Children's early learning experiences are positive, in this safe, secure and caring environment. They settle quickly and grow in confidence, as they move safely around the premises and choose from a wide range of resources, which supports their growing independence. Good practice with reference to keeping safe is constantly promoted, through the staff's calm and clear explanations, practising road safety and emergency evacuation routines. Children are developing good skills for their future learning and education. They have good relationships with the staff and each other. Staff are committed to maintaining good hygiene standards throughout the day, especially at mealtimes. Children practise good hygiene habits, such as brushing their teeth after lunch as part of the daily routine, along with an emphasis on promoting healthy diets. They independently help themselves to drinks from the water dispenser and are offered a balanced diet of meals and snacks that are freshly cooked on the premises. Children enjoy relaxed meal times where they sit in small groups. Here, staff engage them in quiet conversation about the foods they are eating and the effect this has on their bodies. This enables them to develop their social skills and understanding of healthy lifestyles. Staff manage behaviour competently and effectively. As a result of working consistently with parents, children behave well and demonstrate a caring attitude towards each other.

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

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

Met