

The Nursery on the Green at Eltham

Inspection report for early years provision

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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

The Nursery On The Green At Eltham Ltd is a privately owned and managed group. It is located in the Eltham area within the London Borough of Greenwich in South East London. The Nursery registered in 2004 and is based in a large converted house located over four floors with three group rooms, and a large, fully enclosed garden. The nursery opens five days a week for 48 weeks a year. Opening hours are 8am to 6pm and children attend various sessions. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 32 children under the age of eight years, with no more than 12 under the age of two years and not more than seven under 18 months of age. There are currently 52 children aged from three months to end of the early years age range on roll. The nursery is funded to provide free early education to children aged three and four years. Children come from a wide catchment area. The nursery supports a number of children who are learning English as an additional language and children and who have disabilities and/or learning difficulties. The nursery employs 15 staff, including the registered providers. All staff hold appropriate early years qualifications, including two holding Qualified Teacher Status, one holding Early Years Professional Status, one holding a National Vocational Qualification at level 4 and four holding NVQ at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team promote the unique needs of all children to an exceptionally high standard in this welcoming and homely nursery. Overall, all children make outstanding progress in their learning and development, due to the excellent support they receive from staff. Management implement highly effective systems to safeguard children. Strong partnerships with other agencies and innovative engagement with parents promotes continuity in children's care and learning. The nursery is exceptionally reflective, incorporating information and suggestions from staff and parents in comprehensive self-evaluation. Consequently, the nursery demonstrates a strong capacity to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- developing systems to teach all children to form letters correctly by using a consistent approach when labelling their work and writing their names.

The effectiveness of leadership and management of the early years provision

Robust recruitment and induction procedures check that all members of staff are suitable to care for children and have appropriate background checks. The staff team participate in regular safeguarding training and have an excellent understanding of their roles and responsibilities in protecting children. Comprehensive risks assessments check that children have a safe and secure environment in which to play. Staff and children have an excellent understanding of how to keep themselves safe as they practice the emergency evacuation procedure regularly.

The registered providers actively seek the views of staff, parents and children, which they incorporate into the self-evaluation system. The nursery has successfully addressed all of the recommendations made at the previous inspection. Furthermore, the nursery has implemented many excellent new initiatives due to the comprehensive evaluation of practice. This has had a highly positive affect on the day-to-day operations of the nursery. For example, development of the outdoor provision means that children have access to an extremely impressive outdoor area and enjoy an abundance of stimulating learning experiences such as the sensory garden and climbing wall. The impressive commitment of the registered providers in supporting staffs professional training and qualifications also contributes to the high quality environment and the capacity to sustain continuous improvements.

Resources are exceptionally well organised and enable children in all age groups to access an abundance of stimulating equipment and toys both indoors and outdoors. Resources promote learning and development to a very high standard and children have many opportunities to play and explore in a fun and challenging way. For example, children enjoy learning about growing plants and vegetables in the sensory garden and develop an excellent understanding of the natural world. The experienced and knowledgeable staff team offer an excellent balance of adult-led and child-initiated play. They are available to support children when needed, but encourage them to be independent and try out new skills.

Staff promote positive attitudes to diversity and difference by displaying images of people from different backgrounds around the nursery. Children enjoy learning about many interesting cultural traditions such as Jewish, African and British celebrations, costumes, music and foods. Furthermore, staff do all they can to place value on home traditions by inviting parents and children to share ideas, thoughts and traditions throughout the nursery in a very positive way. Staff prevent gaps in achievement between different groups of children. For example, they promote literacy and mathematics outdoors to captivate boys' interest and encourage their thinking.

Many parents comment on how they value the home visits and appreciate the exceptionally high standards throughout the nursery. In addition to home visits, each baby receives a special soft cube with photographs of their family attached.

Babies take these special 'attachment cubes' back and forth between home and nursery and keep them in their cots for comfort. This demonstrates exceptional commitment to partnership with parents and provides excellent support and continuity.

Partnerships with other professionals and agencies are securely in place, for example through visits to local primary schools to ease transition from the nursery to a school environment. This helps to support cross-provision working and continuity for children and their families.

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

The friendly staff team welcome children and parents warmly when they arrive at the nursery. Each child has a special person responsible for helping them to settle and monitoring their progress. The 'key persons' manage their role exceptionally well and all staff show tenderness and kindness towards the children with cuddles and verbal reassurance when necessary. Consequently, children feel secure and they form strong attachments to staff.

Staff ask many open ended questions and show a genuine interest in what children have to say. Children communicate with a great deal of confidence, talking with enthusiasm. For example, they talk about what they have enjoyed during the weekend and family events and experiences.

Babies enjoy crawling around, whilst selecting toys to feel, bang, shake and explore. They laugh and shout with delight at the sounds they produce. Staff encourage creative development by providing an abundance of resources and displaying children's artwork around the nursery. Babies enjoy hand and foot printing and toddlers enjoy creating pictures using glue and glitter. Older children benefit from innovative creative opportunities and explore a wide range of media, colour and textures during their specialist art sessions. They learn how to plan and prepare unique artwork such as birds made from felt and feathers and are very proud of the result.

Children of all ages are developing excellent skills for the future. They make marks enthusiastically, producing recognisable symbols and letters. Staff encourage children to practice and develop their early writing skills, but do not always use a consistent approach to the formation of letters. Staff encourage children of all ages to use numbers throughout their play, for example, they talk to babies about climbing in, out, up and over objects. Older children enjoy measuring the size, shape and length of everyday items. Children have access to a computer; they are able to learn how to control the mouse and navigating around the program. Children's well-being and good health is encouraged throughout the setting. They wash their hands prior to eating and staff reinforce the importance of hygiene through discussions and explanations. All children enjoy eating tasty meals, which are prepared fresh each day. All age groups make great strides in their physical development, babies relish climbing and clambering over age appropriate equipment and older children enjoy using a wide variety of equipment to try their skills in climbing jumping and balancing.

Children are developing an excellent sense of safety as they learn how to use the environment safely by taking safe risks when outdoors. They pick up toys and tuck in their chairs after leaving the table.

Children are extremely well behaved and they share and collaborate with each other in their play exceptionally well. For example, they build roads together and plan routes for cars to ride along, taking it in turns whilst listening to each other's ideas and thoughts. The staff team are extremely positive role models to the children and create an environment, which is calm yet enriching and vibrant. Consequently, children of all age groups enjoy infinite opportunities to play and learn.

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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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