

# Heaven Sent Nursery

Inspection report for early years provision

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EY441266

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22/06/2012

**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*.

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## **Description of the setting**

Heaven Sent Nursery is a privately run nursery and has been registered since 2012. It operates from a converted property in the Camberwell area of the London Borough of Southwark. Children have access to two group rooms and an enclosed outdoor area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. It is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 16 children on roll, most of whom are aged under two years. The nursery supports several children who are learning English as an additional language. There is currently a team of 10 staff members including the provider, manager and two volunteers. Nearly all staff hold appropriate early years qualifications. One staff member holds Early Years Professional Status and several staff are working towards gaining qualifications.

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

Overall the quality of the provision is good.

Good systems are in place to help ensure the needs of all children are met effectively. Staff provide a good balance of learning opportunities that support the individual needs and abilities of the children. Overall, staff successfully implement a range of policies and procedures that promote children's welfare. The capacity to maintain continuous improvement is strong. Staff use evaluation to prioritise areas for development and share a clear vision regarding their aims to provide a high quality service.

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

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

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

Good systems are in place to help safeguard children and promote their welfare. Staff keep appropriate policies and procedures easily accessible. This helps to ensure they are able to take prompt action if they have any concerns regarding children's welfare. Staff have also attended relevant training so that their knowledge of safeguarding is up to date. All necessary records are kept to promote children's safety and welfare. Staff's suitability to work with children is verified through robust procedures, including vetting checks and staff induction. A broad range of policies and procedures are in place that support the management of the

service. Staff show high regard to promoting children's safety at the setting and conduct risk assessments and daily health and safety checks. However, methods of conducting emergency evacuation drills with children are not fully established.

Staff show a strong commitment to driving improvement. They use evaluation effectively as a tool to identify improvements and things that are working well. They show a strong vision of the improvements to the provision that they plan to make to further promote the outcomes for children.

Staff deploy resources well. They use time effectively to provide a broad range of activities that promote all areas of learning. Children also benefit from a well-organised learning environment where they can access a wide range of resources with ease. This enables them to make independent choices about their play. Staff work cooperatively together, promoting a calm and productive atmosphere.

Staff promote equality and diversity well. They show a clear understanding of children's individual needs. For example, they work closely with parents to help ensure children's daily routines are catered for. Children learn about diversity through using resources and taking part in activities that relate to people in the community and cultural festivals. Staff are developing links with professional agencies to help them support children that may need additional support. Partnerships with the local authority are strong and staff are also developing partnerships with the local community. None of the children currently attend other settings but staff are aware of the importance of partnership working to promote a shared approach to children's care and learning. Engagement with parents is effective. Staff promote a gradual settling in process for all new children, enabling both children and parents to become familiar with the nursery before parents return to work. Staff keep parents well-informed about children's progress and all events of the day. They use home contact books to record all details for babies and make time to discuss the events of the day with parents of older children. In addition, parents are offered regular written summaries of their children's interests and achievements. This involves them fully in their children's learning. Parents state that they are very happy with the quality of care and that their children are happy and enjoy the activities available. They state that the nursery has lived up to their expectations.

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

Children benefit from a welcoming learning environment where they have a vast amount of indoor play space. This enables them to spread out and move freely during play. Children follow their own interests as they select toys and books that are stored at low level; this enables them to develop their independent learning skills. They adopt healthy lifestyles. They are provided with a balanced diet of meals and snacks that are freshly prepared on the premises. Staff show high regard to ensuring children's individual dietary needs are catered for appropriately and share information with parents on a daily basis. Children learn to make healthy choices, such as fresh fruit and help themselves to water throughout the day.

Children's healthy lifestyles are also promoted through participation in free-flow indoor and outside play. They frequently use a good range of wheeled toys and climbing apparatus which develop their physical skills and enable them to gain exercise and fresh air. Staff show high regard to maintaining good hygiene standards during mealtime and toileting routines. Children learn about good hygiene habits through well established routines, such as appropriate hand washing which helps to stop the spread of infection.

Staff support children's learning well. They engage them in purposeful conversations and respond well to their interests. Staff have established good methods of assessing children's progress. They make observations which are linked to the areas of learning and highlight children's next learning steps. They use this information to create regular summary reports relating to children's interests, achievements and learning priorities. This provides a good track record of each child's progress and informs planning for their individual learning needs. Systems for planning are still developing as the nursery becomes established.

Children have good relationships with staff and each other. For example, they play cooperatively together and freely approach staff throughout the day. Children learn the expectations for their behaviour as they are encouraged by staff to share and take turns during play. They show a positive contribution to their learning environment as they take responsibility for helping to tidy away toys and respond well to the daily routines. Children are helped to feel safe and secure with lots of support and cuddles offered by staff.

Children use books purposefully and independently. They enjoy stories and song time with staff, promoting their language skills. They make purposeful marks while using paint and drawing materials. They enjoy exploring different materials while using play dough for example. They play imaginatively in the home corner and while using buggies and dolls in the outside play area. They develop their creative skills effectively as they use a broad range of art and craft materials to develop their free creative expression. They show a keen interest in technology as they use operational toys independently. They learn about nature as they watch the trees and sweep the leaves in the garden. They also explore and handle a variety of natural objects and use treasure baskets. Children show good problem solving skills as they use a range of puzzles and build with construction sets. They enjoy the activities and achieve new skills that support their future learning. They participate in a broad variety of activities that promote all areas of learning effectively and 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	2
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	2
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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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