

# Norbury Hill Cubs

Inspection report for early years provision

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EY441286

**Inspection date**

10/07/2012

**Inspector**

Christine Bonnett

**Setting address**

48 Norbury Hill, LONDON, SW16 3LB

**Telephone number**

020 8679 7630

**Email**

[norburyhillcubs@googlemail.com](mailto:norburyhillcubs@googlemail.com)

**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

Norbury Hill Cubs is a privately owned nursery. It opened in 2012 and operates from a large converted house in Streatham Common in the London Borough of Croydon. A maximum of 20 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6pm for 50 weeks of the year. Children have access to a secure, enclosed outdoor play area. There are currently 35 children aged from 18 months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It employs nine staff, of whom three hold appropriate early years qualifications. A further four staff are working towards a qualification. The nursery follows aspects of the Montessori teaching method.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and caring environment for children. Staff work closely with parents to meet the individual needs of each child. Overall, children make good progress towards the early learning goals in all areas of learning. Generally, children's well-being is safeguarded, although there are some minor safety hazards on the premises that have been overlooked. The provider/manager demonstrates her commitment to the continuous development of the nursery to improve outcomes for children.

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

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

- create an environment that is rich in print where children can learn that print carries meaning
- enable children to have routine access to a range of information and communication technology, including programmable toys and computers
- strengthen risk assessments and safety checks on all areas of the premises to include everything with which a child may come into contact with

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

The manager generally has a good understanding of her responsibilities towards safeguarding the well-being of the children. Written procedures are in place for staff to follow, should they have concerns about the welfare of a child. The robust recruitment procedures ensure that all new staff are subject to suitability checks to work with children. Children learn how to keep themselves safe, by participating in routine emergency evacuation drills and being shown how and where to cross roads safely. The risk assessments of the premises show the potential hazards to children's safety and the measures identified to prevent accidents. However, the risk assessments and safety checks are not rigorously adhered to, resulting in the compromising of children's safety in the nursery and garden. For example, a stair gate being left open upstairs and building materials left in the garden.

The manager is ambitious and is working strenuously towards providing consistently good quality childcare. She supports all her staff to develop their practice by being a good role model and by encouraging them to develop their skills by attending appropriate childcare training. Staff reflect on their practice and have reviewed the routine of the nursery several times, in order to meet the needs of the children. Recent improvements also include re-designing the garden and obtaining a large climbing frame/playhouse to enable children to have richer play experiences. Plans for the future include recruiting more experienced staff, in order to further enhance the provision and improve outcomes for children.

The nursery establishes highly positive partnerships with parents. Staff gain a wealth of relevant information from parents about their child to ensure that they provide appropriate and consistent care. Parents access a secure website to view the events of the day and to monitor their child's progress. The newsletters and parents' evenings also help to keep parents up to date with important information and upcoming events. Staff seek the views of the parents through informal chats and questionnaires. The manager welcomes all comments. Parents and children were recently consulted on the design of the new garden apparatus. On the day of the inspection, parents and carers commented on the friendly, family atmosphere of the nursery and how happy their children are to attend. They also stated that staff know the children well and meet their individual needs. In response to requests, staff gave parents information about how they can access a popular song online that the children sing at nursery. The song features the use of phonics and parents now use this at home with their children to foster their communication skills. Staff also establish effective links with other early years settings children attend. The provisions share all relevant information to support children's learning and well-being.

The nursery promotes equality and diversity. The manager adapts routines and works with parents to address any issues specifically relating to them and their child. Children have opportunities to learn about their own and other cultures, because the nursery acknowledges a variety of cultural and religious festivals, such as Diwali, Hanukah and Christmas.

The nursery is clean, welcoming and conducive to children's learning. The wide range of play materials provides fun and stimulating activities for the children to enjoy. Older children help themselves to resources of their choice from open fronted shelves. This contributes to their growing independence. Staff deploy themselves around the rooms and garden, so that they can monitor the well-being of the children and support their learning effectively.

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

Children enjoy their play and become active learners. Observations of the children enable staff to assess the stage of development each child has reached within each area of learning. Staff use this information to plan activities that will challenge the child and help them make further progress. Children's electronic records show how each child is making appropriate strides towards the early learning goals. The nursery helps children learn the skills they will need in the future. Staff use phonics to help them learn the individual sounds that make up words. Children have great fun singing phonics songs and joining in the actions. This fosters their language and communication skills. Children also have plenty of opportunities to practise pre-writing. However, the rooms lack labels and examples of print on the walls, to support children's developing interest in words in the environment. Children count as part of the everyday activities, as well as enjoying number songs and rhymes. Children's ability to develop the skills needed to operate information and communication technology is less well supported. The child-type laptop and other programmable toys are not routinely available for them to access throughout the day.

Children learn the importance of adopting a healthy lifestyle. Nutritious meals are prepared on the premises every day, which take account of children's individual dietary needs. Spaghetti bolognese and chicken with rice are among the favourites. Staff talk to the children about the goodness contained within the fresh fruit they enjoy at snack time. Older children explain that it is important to wash their hands before meals and at other appropriate times. Children benefit from plenty of opportunities throughout the day to enjoy physical exercise. They routinely play in the garden or visit the local park. A climbing frame, trampoline and sit and ride tricycles provide fun in the garden. The nursery also offers ballet lessons for older children. This provides exercise and develops children's bodily control.

Children appear settled and happy. The nursery has rules that the children become familiar with. These include being gentle and kind, listening and being helpful. Consequently, children begin to understand boundaries and expectations, which in turn help them develop a sense of belonging and security. Staff cradle younger children in their arms to give them bottle feeds and the children respond with smiles. Older children enjoy interacting with staff that treat them with care and

kindness.

## 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	3
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

<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	3
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

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