

Elizabeth Terrace Day Nursery

Inspection report for early years provision

Unique reference number EY263363
Inspection date 17/07/2012
Inspector Pamela Bailey

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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

Elizabeth Terrace Day Nursery is one of a number of childcare provisions run by Asquith Court Nurseries Limited. It opened in 2003 and operates from three rooms in a purpose built building located in Eltham within the London Borough of Greenwich. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.15pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children under eight years of age may attend at any one time; all of whom may be in the early years age group. There are currently 90 children aged from birth to under five years on roll, some in part time places. The nursery provides funded early education for three and four year olds. The nursery currently supports children with learning difficulties and/or a disability and those who speak English as an additional language.

There are 19 members of staff, 18 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. Over half the staff team are working towards a higher professional qualification. The setting receives support from the Local Authority early years networking team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for and supported in their learning and development to make good progress. Very positive relationships are established with parents ensuring that they are actively involved them in their children's care and learning. The setting works in close partnership with external agencies and other providers to ensure continuity of learning and care. Well developed practices and procedures promote children's health and well-being effectively. Reasonable steps are taken to manage or eliminate most risk to children. The setting continually strive to improve, resolve any weaknesses and implement new ideas resulting in a service that is responsive to the needs of all its users'.

What steps need to be taken to improve provision further?

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

- support children in using a variety of communication strategies such as signing and where appropriate, provide opportunities for children whose home language is other than English, to use that language so that children's developing use of English and other languages support each other
- review the current system of risk assessment to include potential hazards in

all areas with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Robust recruitment, induction and training procedures ensure that the nursery is consistently managed by a well qualified and experienced staff team. Comprehensive safeguarding children policies are regularly reviewed and all staff are fully aware of the procedures to follow if a concern is identified. All staff have completed safeguarding training and the majority have attend an appropriate first aid course. Good security procedures are applied to control access to the premises, use of mobile phones and cameras. Overall, there are clear and detailed set of risk assessments which are consistently applied. However, access to areas such as the laundry facilities and staff toilet are not fully assessed to limit all hazards to children. The indoor play areas are attractively organised to allow children to direct their own play and make choices from a very extensive range of good quality play equipment, toys and resources. The environment positively reflects diversity. These include pictures, posters and resources of people with varying differences in culture, ethnicity, religion, ability and gender. Although children do not have direct access to the outdoor play area, staff allocate time slots throughout the day so that all children can benefit from its use.

Strong efforts are made to promote an inclusive practice. A well implemented and highly organised key person system ensures bonding and mutual understanding with key people involved in children's care. Information about each child's starting point and achievements is shared with parents and used as an on going means for supporting children's learning and development. Individual children's development records are consistently maintained. These include photographs, samples of work and written comments on their learning journeys from both staff and parents. The nursery has identified the monitoring of individual children's progress as an ongoing development area. For example, they have plans to improve system for tracking children's learning and development to show a clearer picture of children's progress towards the early learning goals. Overall, staff successfully help parents to understand, support and become very much involved with their children's learning. Staff work with parents to learn key words for children whose home language is other than English. However, staff do not always emphasise to parent's the benefits of different communication strategies used to enrich children's learning. The setting actively shows through their policies and procedures, open days, events and topics that everyone is invited to be part of the provision. Parents share news about their families and take part in activities at home with their children. For example, parents kept a food diary for their child over a one week period which contributed to the nursery theme of 'healthy eating'. In addition, each child takes home the nursery bear or bunny so that they can contribute to the bears adventures. This helps staff to find out about children's interests outside of the setting and use as a basis to support planning. Staff work closely with external agencies to ensure that children identified with additional needs get the necessary care and support. Staff have regular contact with local schools sharing a summative assessment report of children's achievements to ensure a smooth transition for those children moving on.

There is a good commitment to evaluating and improving the quality of the setting. Management, staff and parents are heavily involved in decision making and any issues raised are actively taken on board. For example, the purchasing of an interactive smart board and touch screen computer successfully enhance children's knowledge and understanding of Information and communication technology. Staff receive specific training to take the lead in roles such as Special Educational Needs Coordinator, behaviour management and fire safety warden. In addition, staff have effectively addressed all previous recommendations which improved outcomes for children and the overall provision.

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

Children are making good progress and developing the skills that they will need for their future learning. The atmosphere is busy and purposeful. Organisation of the environment and resources significantly supports children to become independent learners and develop their confidence. Overall, children's communication, language and literacy skills are fostered well through singing and activities that incorporate mark making. They enjoy story telling sessions and dress up in costumes acting out familiar characters. Babies explore objects of different texture, shapes and sizes, and excitedly join in action rhymes. They become absorbed in their new found skills such as identifying different parts of their body, climbing up steps and using the slide. Staff share the fun of discovery and value babies' attempts at words. Displayed in the environment is a wide range of text in both English and other languages. However, staff do not actively use other languages in the day to day activities to develop children's understanding of other languages or use other methods of communication such as signing. Children explore and investigate using different types of information and communication technology. They learn about numbers, letters and sounds using computers, interactive smart boards and CD players with head phones.

Children learn to problem solve. They work together to complete puzzles and decide how to build a house using construction equipment. They play number games that offer opportunities for counting, sorting colours and making comparisons of more or less. A good range of themed resources are provided within the play environment to promote children's imagination and interest, and provide them with a positive outlook of the wider world. For example, children make up adventures as they play with small world figures that reflect diversity. They re-enact a familiar domestic scene as they pretend to cook in the role play area take part in celebrations such as the Hindu 'festival of colours'. Children learn about the natural environment as they look for snails, grow flowers and salad vegetables in the outdoor play area.

Babies and children are content and settled because staff are responsive to individual needs, and nurture and support children in a warm and caring manner. Children are developing the personal qualities that enable them to take responsibility for small tasks and learn about the importance of keeping safe.

Children are well behaved and helpful. They receive high levels of praise for such behaviour regularly throughout the day. Children are gently reminded about safety issues whilst playing and take part in regular fire drills. Children show that they feel very safe and secure through their actions. Children show a good awareness about what constitutes to a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of washing their hands after using the toilet and before eating. Children enjoy healthy meals, often asking for more vegetables. They can help themselves to fresh fruits and water at the snack table. This demonstrates their growing understanding about a healthy diet. Children engage in physical activities that help to develop their balance and coordination. They enthusiastically take part in games and use equipment learning new skills. For example, basket ball and manoeuvring wheeled toys.

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

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