

Blue House Day Nursery

Blue House Day Nursery, 48 Sydenham Road, Croydon, Surrey, CR0 2EF

Inspection date	01/10/2012
Previous inspection date	09/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed of their child's progress and enables parents to share ideas for supporting children's learning further.
- Staff know all children very well and children in all age groups develop strong attachments with their key person. This helps children to feel relaxed, enjoy their time at the nursery and develop self-confidence.
- Staff support children through all stages of transition, such as starting at nursery, progressing between rooms and preparing for school. This supports continuity in children's care and learning and makes them feel secure.
- The manager leads the nursery well and the dedicated staff team evaluates the provision thoroughly. They have made useful plans for the nursery's development and this has had a highly positive impact on the quality of the provision.

It is not yet outstanding because

- Not all staff have fully implemented the new systems for observation, assessment and planning. This means that they are not fully able to use their assessments of children's progress to inform planning.
- Some of the routines and procedures within the nursery are not always flexible enough to allow children to pursue their personal interests. This sometimes leads to children losing interest and opportunities to engage them being lost.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all five playrooms and the outside environment.
- The inspector completed a joint observation with the manager of the provision.
- The inspector held meetings with the manager of the provision and the area manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

Inspector

Linda du Preez

Full Report

Information about the setting

Blue House Day Nursery is one of a chain of nurseries run by Bright Horizons Family Solutions Ltd. The nursery is located in the London Borough of Croydon. It first registered in 2006 and re-registered under the current provider in 2012. The nursery operates from a converted house with five playrooms and suitable toilet and changing facilities. Children have access to an enclosed outdoor play area. The nursery is arranged over three levels with stairs for access and has offices, staff training rooms and staff rooms. The nursery is open from 7.30am to 6.30pm from Monday to Friday all year round except bank holidays

and Christmas. There are currently 79 children on roll aged four months to four and a half years. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 22 staff who work at the nursery. Of these, 16 staff hold relevant childcare qualifications. The nursery receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further systems for observing children and recording their progress so that all staff make precise and up to date assessments of children's achievements
- review routines and procedures so that staff are able to be more flexible and make the most of children's interests and enthusiasm.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff at the nursery know the children well and are fully aware of their starting points and capabilities. The nursery has recently implemented an excellent system for observing children's progress and assessing their development. Most staff make good and effective use of the new system and make plans for the next stages in children's learning. However, some staff have not yet managed to keep the documents up to date which means that they are not fully able to use their assessments to inform planning for individual children. Nonetheless children are progressing well relative to their starting points and the length of time they have attended the nursery.

Children in all age groups make good progress in their language development. Staff communicate gently with babies, always mindful to be at their level and talk calmly. As a result, babies babble and gurgle and know how to communicate their needs through gesture and sounds. Toddlers are developing confidence in their communication skills and talk in short sentences. Staff support them well by listening to what they say and repeating their words back to them in longer sentences. For example, when a child says, 'I play pens' a member of staff replies, 'yes, you are playing with the pens'. This enables the child to feel that they have been listened to and valued. Furthermore, it extends their language by introducing the full and correct structure of the sentence. Older children are very confident in their use of language and have many interesting facts to share during their play. Staff are very good at asking them open questions to motivate them to think further and explore new ideas. For example, whilst playing with toy monkeys, a child tells

a member of staff that a monkey is in a tree, the member of staff asks him why and the child responds by using his imagination and creating a story about the monkey in the jungle. The member of staff takes this a step further and asks the children to think of how the toy monkey is sticking to the tree and a child explains to the group that the tree and the monkey are magnetic, he explains that magnets stick together when they are facing the right way. The children then go on to discuss how real monkeys stay in trees using their feet and hands.

Children use a good range of toys and equipment that enable them to develop valuable skills to prepare them for school. For example, they enjoy painting, drawing and writing to foster their early writing skills. They also enjoy singing songs and playing with puzzles and games which foster their mathematical skills.

Staff provide interesting activities that give children the opportunity to practise manipulative skills, whilst exploring their creativity and using their senses. For example staff provide bottles of paint, which they invite children to squirt on the table and mix up. Each child works in their own unique and individual way. Some spend time squeezing it through their fingers, some make patterns and swirls whilst others mix the paints to see how the colours change. Staff provide children with paper to make a print of their creation and children are very proud of the end result. Children find this activity very engaging and remain focused throughout. Staff explain that they planned the activity as children were showing an interest and curiosity about colours. This shows how staff have a flexible approach in their planning to enable them to plan meaningful activities based on children's personal interests. The educational programmes throughout the nursery enable children to access a good range of activities and experiences across the seven areas of learning. However, some aspects of the routine involving daily checks lead to missed opportunities for staff to follow children's lead spontaneously. For example, a member of staff wastes time checking an area that has already been checked by a colleague. This results in children losing interest in the activity and going off to play elsewhere.

The contribution of the early years provision to the well-being of children

Each child has their own special person who helps them to settle in when they start at the nursery. Key persons invite families to come along for a settling-in period. This is an opportunity for the parents to share information about their child so that staff understand each child's individual needs. Staff are particularly focused on meeting children's unique needs. They have excellent processes to support children as they move on to the next age group and work closely with parents to ensure that children feel secure during periods of transition. This helps babies and children to form strong emotional attachments and develop confidence. Staff work with parents to create special information books about each individual child, parents contribute information and photographs and staff laminate the books to display them in the book areas of each room. This gives the nursery a very intimate feel and gives children a strong sense of security as it provides an excellent link between home and nursery.

Staff support children's well-being and good health throughout the nursery. They teach

children the importance of washing their hands after using the toilet and before eating. Children enjoy eating nutritious meals, which are freshly prepared each day. This helps them to learn about healthy eating. Children in all age groups develop good physical skills. Babies enjoy clambering and learning to crawl and walk in the cosy soft play area. Toddlers and older children enjoy challenging activities that support their physical development. They are able to play many physical games in the playground enjoying a rich variety of equipment to try their skills in climbing, jumping and balancing. This helps them to learn how to use the environment safely by taking supervised risks during outdoor play. Staff are very good role models to the children and manage their behaviour well. They teach children to share and as a result children play well together.

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

The nursery has recently changed ownership and the manager has embraced the changes this has brought about. She has successfully incorporated new policies and procedures and is fully aware of her role in managing the standards across the nursery. The manager also benefits from good support from the company's area manager and staff from the local authority. This means that she and her deputy feel supported to provide strong leadership across the team. Management spend considerable time in each of the nursery rooms, monitoring staff deployment and performance. This means there are good systems in place for monitoring and supporting each staff member's training and professional development, which has a positive impact on improving practice throughout the nursery.

Children are safeguarded well. Management implement good recruitment and induction procedures to check that staff are suitable to care for children. Staff undertake regular safeguarding training and understand their responsibilities well.

Management monitor the effectiveness of the educational programme generally well although there are some inconsistencies in the implementation of the new assessment and planning systems. The nursery has secured strong partnerships with other professionals and actively seeks support for individual children with identified needs. For example, they work closely with speech therapists to ensure that effective strategies are used to support children's language development. The nursery invites local primary schools to the nursery to ease transition to a school environment. This process effectively helps to support partnership working and continuity for children and their families.

The nursery has good systems for self-evaluation and takes into account the views of staff, children and their parents. Consequently, the nursery has met all recommendations and actions from previous inspections. The nursery successfully identifies its strengths and weaknesses and has made various improvements which have had a positive impact on children. For example, staff have developed a sensory area. Children enjoy plentiful, high quality resources and staff have a very good understanding of how children learn. This means that the nursery provides quality experiences and activities which support children's learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY332030
Local authority	Croydon
Inspection number	815113

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	79
Name of provider	Bright Horizons Family Solutions Ltd
Date of previous inspection	09/11/2009
Telephone number	0208 6817579

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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