

Collierswood Village Day Nursery

Inspection report for early years provision

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Inspection date	13/08/2012
Inspector	Janet Williams
Setting address	65-67 High Street Colliers Wood, LONDON, SW19 2JF
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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

Collierswood Village Day Nursery is one of two settings owned and run by Nursery on the Green Limited. The nursery is located in a single storey building in Collier's Wood, in the London Borough of Merton. There are three rooms set aside for babies and toddlers and a playroom for older toddlers and the pre-school group. There is a small room for quiet activities, a staff room, an office, kitchen and store rooms. The setting has two enclosed outdoor play areas. The nursery opens at 7.30am and closes at 6pm every weekday throughout the year, closing only for Bank Holidays and for one week between Christmas and New Year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It may provide a maximum of 50 places for children aged under eight years, all of whom may be in the early years age group. The nursery currently has 35 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities. It employs nine staff to work with the children. Seven have an early years qualification and two are currently completing an early years training course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well-resourced environment. The good organisation of the setting allows children to progress well and have most of their welfare needs met well. Good learning plans provide children with resources and activities that avoid stereotyping and promote their knowledge of the wider community and world. Effective links with parents help to involve them in their children's care and education. The positive partnership with other professionals and agencies contribute to supporting children with special educational needs. Staff have an accurate understanding of the strengths and weakness of the provision and use this to take effective steps to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- help young children understand that good practices with regard to hygiene can contribute to good health, with particular regard to washing their hands before snack time
- improve consistency with regard to following the arrangements for hygienic storage of food.

The effectiveness of leadership and management of the early years provision

Thorough policies and procedures protect and keep children safe whilst at the setting. Staff have a secure knowledge of issues around safeguarding and protecting children. They know what to do if they are concerned that a child may be at risk. They use daily risk assessments to review the suitability of the setting, both indoors and outdoors. Staff deployment is good and guarantees the safety of children at all times. All of the mandatory documentation is in place for the safe management of the nursery. For example, permission has been obtained from parents and carers for administering medication, emergency medical treatment and for outings. There is good evidence of the nursery's effective use of ongoing self-evaluation, in which the views of staff, children and parents are included. This is used to plan for further improvements and staff share a strong drive to develop their practice.

The enabling environment and good variety of resources enable children to be involved in a wide range of play and learning opportunities covering all the areas of learning. The good organisation of the resources enables children to make independent choices about their play. The nursery is proactive in promoting equality of opportunity and including all children. Good knowledge of children's individual needs, in addition to regular liaison with speech therapists and other professionals, enable staff to adapt the provision where necessary to help each child reach their full potential. None of the children currently attend other early years settings. However, evidence demonstrates that the staff have a suitable understanding of the importance of working together, to ensure a shared approach to children's care and learning.

The nursery has developed good relationships with parents. All relevant information is gathered prior to children starting. This includes information to establish children's starting points, and, where appropriate, parental permission to share information with other agencies to ensure that each child gets the support they need. Parents receive daily feedback forms, which include valuable information about what children have eaten, their sleeping patterns and activities they have participated in. Parental questionnaires issued and returned, clearly explain how they are happy with the quality of care and learning provided. Parents are actively involved in children's learning. For example, they facilitate cooking activities and participate in reading stories to the children, all of which supports children in their development.

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

Children make good progress in their learning. The carefully planned and organised environment maximises opportunities for children to learn. Staff's good knowledge of the Early Years Foundation Stage learning and development requirements and guidance means that they are confident in helping children learn

effectively. They make regular observations and assessments which provide details of how children are progressing. These are used to inform the planning of enjoyable and challenging experiences for each child.

Children enjoy their time at the setting, as they are able to move around freely and independently. They behave well and practise social skills, playing and learning together in small groups during adult-led and child-initiated play. They feel safe and secure, as a result of the good key person system. Younger children have built a positive relationship with staff, who respond to their needs effectively and comfort them when they are upset. This gives children reassurance and a sense of belonging.

Children are well-occupied and actively engaged in a good range of activities, both indoors and out. Younger children enjoy art and craft, painting with various colours. Children are frequently involved in creative play and there are many displays of their art work around the setting and in their learning profiles. They play with many natural resources and are able to feel different textures. For example, they play with sand, dig soil in the garden and play with pebbles and stones. In addition, children learn about the environment, people who work within the community and acknowledge many cultural festivals and celebrations. For example, they recently visited the local fire station, where they sat in a fire engine and dressed up in the fire officer's hat. Children learn about animals that live on the farm and are involved with looking after the pet guinea pigs in the nursery. They are able to feed them and explain what guinea pigs like to eat.

Children's speech and language is developing well through staff constantly talking to them. They enjoy books and handle them carefully. Staff spend time reading and sharing books with the children to encourage a love of literature. They ask children open-ended questions to make them think. Children's listening skills are good. They know how to take turns when speaking in large and small groups. Children are interested in counting and know how to count in sequence. They show the inspector how old they are using their fingers. This shows they can demonstrate numbers that are important to them. Children's small motor skills are good. For example, they successfully fit small pegs into a pegboard. Children's daily activities involve them playing outside, where they are able to climb on the large apparatus and manoeuvre bikes, scooters and sit and ride equipment. This contributes effectively to promoting a healthy lifestyle. The good range of physical play supports children's development so they gain strength and coordination.

The nursery's daily routines include promoting the importance of some good personal hygiene. Older children automatically wash their hands after visiting the toilet and before meals. In addition, they clean their teeth after lunch. However, this is inconsistent for babies and younger children who do not have their hands washed prior to snack to avoid cross contamination. This does not help them start to learn that good hygiene practice contributes to their good health. Children benefit from healthy balanced meals. Good menu plans provide a variety of different meals and caters for all tastes and special dietary needs. All meals are freshly cooked each day, and are served with a selection of vegetables or salad. Although all staff preparing meals have a food hygiene certificate, they do not always follow suitable procedures for the safe storage of some food to minimise

the risk of infection. Fire and emergency evacuation procedures are maintained and practised on a regular basis. This supports and teaches children about keeping themselves safe.

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	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

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	3
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