

Rye Garden Day Nursery

Inspection report for early years provision

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EY443480

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rye Garden Day Nursery registered in 2012. It operates from a single storey building situated in the grounds of Peckham Rye Park, Southwark, London. It is one of two day nurseries operated by this provider. The nursery is divided into two rooms. There is a small kitchen, although main meals are prepared at the sister nursery and transported to the setting.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery may care for 26 children under eight years at any one time and all may be in the early years age range. There are currently 14 children on roll, all in the early year age group.

The nursery opens each weekday from 7.30am to 6pm all year round, except for bank holidays. The registered provider is also the nursery manager and has Early Years Professional Status. The nursery currently employs six staff, who all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from a safe and healthy environment. Staff have a working knowledge of policies and procedures to support and satisfactorily protect children, although management of children's behaviour during activities is not robust. Staff do not consistently record children's attendance hours. Overall, children access a satisfactory range of activities to suitably meet their needs. However, in the baby/toddler room, these are not robustly planned to well promote children's next steps or to challenge their learning and development. The management demonstrates a satisfactory capacity to maintain continuous improvement, understanding the need to evaluate the provision, although this is currently in its infancy.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation) (also applies to the compulsory part of the Childcare Register) 14/09/2012

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

- manage behaviour effectively so that children and staff have a clear understanding of what is expected of them during group activities
- improve planning to include all children, including those with additional needs, so that activities offer appropriate challenge for each child's learning and development
- analyse observations to help plan 'what next' for individuals and groups of children in the baby/ toddler room.

The effectiveness of leadership and management of the early years provision

The staff have a satisfactory understanding of child protection and how to safeguard children. Risk assessments are in place for all areas of the nursery, inside and outside. Staff also carry out risk assessments for outings so they are aware of how to keep children safe. Staff do not consistently record children's exact hours of attendance in the registers and this is a breach of a specific legal requirement. There is little impact on children as numbers of children attending are low so staff are aware of children present in their rooms. Appropriate recruitment procedures are in place and the provider carries out vetting checks on all staff to help make sure they are suitable to work with children.

The display of resources adequately enables children to choose for themselves what they would like to play in the older children's room. However, in the younger children's room, resources for them to play with do not robustly challenge the toddlers as they quickly become bored with these. There are labels on the resources so children can learn about early word recognition. Staff satisfactorily promote children's understanding about diversity. They find out about children's backgrounds and have previously used this information in providing dual language books. They plan different festivals and celebrations to begin to teach children about the wider world around them.

Staff are currently looking at the courses to undertake to enhance their own learning and development. Some staff are booked on safeguarding training and how to bring about positive outcomes during children's play.

Self-evaluation is currently in its infancy. Staff are looking at some ways to change routines and practices to bring about positive outcomes for children. Parent's views are included through meetings with the staff to help enhance the services provided by the nursery. Staff work suitably with other agencies caring for children to provide continuity of care for them. They provide reports on the children's development so they can work together on targets for them. Parents get satisfactorily daily feedback from the staff on how their children have been. They also receive written reports every six weeks to show the progress children have made and the next steps of learning for them. Parents also contribute to this which the staff use in future planning.

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

Children are happy and settled in the nursery. Staff are close at hand for children to have cuddles of reassurance and support which soundly builds on their self-esteem and their confidence. Children snuggle into the staff when reading stories. Children take part in the stories by staff asking them about what they can see. They enjoy talking about the pictures of presents in the book and count with the staff how many they can see. Sound supervision while the children move around the nursery from one room to another allows the children to feel safe.

Currently, children in the older room have targets set by the staff in their planning to meet their individual needs. However, staff do not well challenge children in the younger room during play to progress them with their learning and development. They do not link their observations of children to the planning of next steps for babies and children in the younger room. As a result, there are missed opportunities to help children progress further with their learning and development. Children are making satisfactory progress from when they first started at the nursery. Given the ages and stages of development of children, they behave satisfactorily. However, some staff do not explain to children why they need to stop some of the behaviour they are doing and just use the word 'no'. Some staff also stop activities, without telling children why they are stopping these and taking the resources away from them. As a result, behaviour management is not robust within the nursery.

At lunch time, children suitably benefit from taking responsibility and help the staff to set the tables. Children work together to hand out the utensils. They serve themselves their meals, which teaches them independence skills and choosing the sizes of their own portions. Staff talk to them about eating healthy meal ingredients, such as the salad, and they are encouraged to try new food. Children have daily opportunities to play in the secure garden attached to the nursery. They also make weekly trips to the local parks to soundly enhance their physical development.

Children satisfactorily gain skills for the future. They enjoy taking part in circle time and learning how to count. Staff make it a fun experience for them by getting children to count the number of times they are jumping. Children enjoy free painting and practising mark making with different materials, such as their hands and brushes. Children enjoy taking part in singing activities and are enhancing their physical skills through the different movements they are making.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 14/09/2012