

Immanuel's Day Nursery

1 Haling Park Road, SOUTH CROYDON, Surrey, CR2 6NG

Inspection date

24/10/2012

Previous inspection date

07/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children are happy and engaged in their learning. They have an extensive range of activities and an enabling environment where they are able to learn and make good progress.
- The nursery has a high regard for children's safety and well-being. Staff supervise children well whilst giving them freedom to explore their play areas safely.
- Parents comment on the friendly atmosphere of the nursery. They feel happy because their children show their eagerness to attend and parents feel involved in their children's care and learning.
- Children develop good social skills social skills, as there is a strong sense of inclusion for all and encouraging children to be aware of the needs of others.

It is not yet outstanding because

- Staff do not consistently make the best use of opportunities to extend children's learning about numbers, space and shape, especially in unplanned activities

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 the three main playrooms and the outside play areas.
The inspector spoke to four parents and took into account the written response to parents showing them the actions as a result of the feedback from the parent survey.
- The inspector looked at children's profile records as well as planning documentation.
- The inspector had discussions with members of staff and held meetings with the provider of the provision.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Immanuel Day Nursery is privately owned by Immanuel Childcare Ltd, and was registered in November 2006. It operates from a converted house in a residential street within the London borough of Croydon. There are three main play areas. The preschool and toddlers are situated on the ground floor and the baby room is on the first floor. There are enclosed garden areas available for outdoor play.

The nursery is open from Monday to Friday, all year round. Core opening hours are from 8am to 6pm, with additional care provided from 7.30am and until 6.30pm by arrangement with the nursery. The nursery is registered on the Early Years Register to care for 51 children in the early years age range. There are currently 34 children on roll, who attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 11 staff including the manager. All staff have relevant childcare qualifications and one member of staff holds Early Years Professional Status. The setting 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:

- extend opportunities for children to increase their understanding of numbers, shape, position and patterns during everyday play.

Inspection judgements

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

Children's rooms and play areas are bright, inviting and well organised, providing a stimulating environment in which children make good progress across the areas of learning. Children are developing their independence because they have free access to many resources. Staff give them plenty of time to experiment with interactive equipment. Toddlers wonder how light generates from the torch when they turn the handle. They follow the light beams on their hands and on each other. Many resources help children to develop their creative skills and concentration. Staff guide them in their thinking as children dip their hands into the box of feathers and other materials as they discover textures and different colours. Staff let children make individual collages from the materials and children show pride in their work. Sand play is popular because children find they can make different shapes when sand is wet. They play cooperatively and when sand drops on the floor, they show their eagerness to sweep up. Staff allow children to take responsibility, and collect brooms and dustpans but remind them to be aware of children around them.

Staff know the children well and evaluate their progress. They record observations and use these to plan their next steps in their learning. Parents share information about their children and are regularly informed about their activities and progress.

There are many opportunities for children to develop their physical skills both inside and outside. They play in cars, roll hoops and climb apparatus. Older children have a range of accessible technology that includes computers with a variety of programmes. They also take part in practical exercises such as building towers with giant cubes, which they take pleasure in knocking down. Children have opportunities to learn about different shapes, such as when creating wall displays with autumn leaves. However, staff do not consistently challenge older children's to count and extend their knowledge of number or shapes during their spontaneous play.

All children have opportunities to enjoy books in their cosy reading areas, which helps their developing literacy. Children help themselves to favourite stories and staff read these well to ensure all children are involved. Older children proudly show their achievement folders that they keep in the library areas. In these, they see their progress as they look at younger photographs of themselves busily engaging in activities as well as paintings of their past work. Babies and toddlers also see photographs of themselves and their families in their rooms, which help them to settle and feel the nursery is their 'second home.

Children make good progress in consideration of their individual starting points. Group activities are well managed and give children opportunities to share with others what they know which helps them develop friendships and extend their vocabulary.

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

Children form secure attachments that promote their well-being and actively encourage their independence. Older children help to set out cutlery before lunchtime and younger children are learning to feed themselves at meal times. Children enjoy the freedom of playing outside and learn safety as they play on climbing equipment. They learn how to work together in building constructions as well as sharing popular toys such as cars and bikes.

Staff are good role models. Children show they feel safe and secure through their confident attitude and staff use gentle coaxing and reminders that provide direction for children about what is acceptable behaviour when at times they become over excited. Babies and toddlers give their key persons smiles and respond to reassuring cuddles. Children learn about their own safety and that of others as they help to tidy up. They carefully look around so the broom handle does not hit another child or interfere with their play. Well-balanced meals help children to understand why it is important eat healthily and the regular access to outdoor areas enables them to exercise. Nursery staff actively help children develop personal hygiene skills so by the time they move to school they are well prepared with this level of independence

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

Children's safety is paramount. Staff recruiting, vetting procedures and induction systems are good as are the rigorous checking of visitors to the nursery. The nursery premises are very safe and secure and the use of closed circuit television outside helps to monitor security. There are also effective policies and procedures in place and all staff know how to implement these to protect children.

Staff receive good support in their professional development. The system of supervision, meetings and appraisals enable staff to share their ideas on nursery development as well as discussing their personal progress and training needs. The manager monitors staff's progress and ensures that all systems of the curriculum are consistent for all age groups. The staff work well together as a team and share duties and take extra responsibilities especially when staff are absent. All staff have contributed to developing the changes to the curriculum.

Parents feel involved with their children's progress whilst they attend nursery. Parents and children have individual settling in procedures to ensure that children feel happy and comfortable when they start attending. Parents confirm they are happy because their children are eager to come to nursery. Parents see the benefit because children develop as confident individuals. The nursery has built strong links with the community, working well with various agencies and others to support children's learning. There are good procedures to guide staff working with strong support from the manager to ensure that all children are included and make good progress.

Systems for monitoring and evaluating practice are well established. All staff, parents, children and opinions of others contribute to the development of the nursery. There have been many changes, which includes provision of additional play areas as well as recruitment of new qualified staff including a highly skilled deputy manager. The nursery manager regularly reviews the performance and practice of all staff members and fully supports their overall progression through inclusion, observations and appraisals.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY335555
Local authority	Croydon
Inspection number	787944
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	34
Name of provider	Immanuel Childcare Ltd
Date of previous inspection	07/07/2010
Telephone number	0208 688 0995

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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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