

Russell Hill Road Day Nursery

45 Russell Hill Road, PURLEY, Surrey, CR8 2LD

Inspection date

Previous inspection date

27/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 take part in a wide range of interesting activities that help them make good progress in their learning, in relation to their starting points and capabilities. They show good levels of independence, curiosity and imagination and are motivated to learn.
- Children have good relationships with staff and each other. They are happy and settled in the nursery. Staff know children well and work closely with parents to make sure they are familiar with each child's background and needs. This helps to ensure children's individual needs are met well.
- The nursery provides a welcoming, well-organised, inclusive environment. Children choose freely from a good variety of easily accessible resources and play materials.
- The staff team are committed to continually developing and improving the setting. They monitor and evaluate what they do and agree clear targets for the future.

It is not yet outstanding because

- The outdoor environment is not yet fully developed to provide opportunities for children of all ages to explore and investigate the natural world.

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 children taking part in activities indoors, outside and during snack time and care routines.
- The inspector had discussions with the provider and members of staff.
- The inspector sampled records including children's files, planning, and improvement plans and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Russell Hill Road Nursery registered in 2012 and is one of two nurseries owned by an individual provider. The nursery operates from a converted detached house in a residential road in Purley, within the London Borough of Croydon. Nursery rooms are spread over two floors within the premises, with stairs for access to the first floor. There is an enclosed outdoor play area. The nursery is open from 7am to 7pm, Monday to Saturday all year round and also offers an overnight service.

The nursery is registered on the Early Years Register. There are currently 12 children in the early years age range on roll, who attend for a variety of sessions. The nursery receives funding for the provision of free nursery education for children aged three and four years old. They provide support for children who speak English as an additional language.

There are five staff who work at the setting as well as a cook. All staff have relevant childcare qualifications at level three and above. 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:

- provide more opportunities for children to investigate the natural world, for instance by providing outdoor space for children to dig, explore and grow plants or vegetables.

Inspection judgements

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

Children benefit from a balanced routine and take part in a wide variety of activities that help them make good progress in their learning. Staff gather detailed information from parents about each child's background, needs and starting points. They observe children's achievements and plan interesting experiences that build on their skills. Staff show a good understanding of how children learn through play. They offer children gentle encouragement, praise and support, which helps motivate children to learn. Children gain skills and attitudes that prepare them well for the next stage of learning and for school, such as listening attentively to staff and behaving well.

Children are keen to communicate and older children join in conversations confidently, sharing their ideas. They enjoy books, listening attentively at story time and then re-telling a familiar story to their friends from memory. Babies are excited when staff read their favourite book and look at it independently afterwards, turning the pages by themselves. Staff use every day situations well to help children learn about shape, space and number. They encourage children to count during their play and use mathematical language to describe position and size. Older children work out whether the wellington boots are too big or too small and babies find the right ball to fit through the hole and out the other end. Children learn useful skills for the future when they use a computer to complete

simple programmes. Staff encourage children to share their lives and experiences. For instance, by taking the nursery bear home for family celebrations such as Eid, and bringing back photographs to share with their friends. This helps children learn to value diversity. Children express their creativity when they paint at the easel and they enjoy playing in the sand tray or with squishy foam. They use their imaginations when they pretend to be a shop keeper and add up their friends' purchases on the cash register.

Pre-school children have daily free flow access to the outdoor area and babies spend time outside every day. Staff plan activities carefully to ensure that overall children benefit from a good range of outdoor experiences. However, full use is not made of the outdoor environment to provide opportunities to investigate the natural world. For instance, by digging and growing plants, investigating the effects of the wind or exploring features of the environment closely.

Staff make sure parents are well informed about their child's care and development on a daily basis, providing both verbal and written feedback. Communication books also provide detailed information from both home and nursery about children's progress, achievements and next steps. This ensures that parents are effectively involved in their child's learning and can continue their next steps at home.

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

Children throughout the nursery are confident and settled. The key person system is well-established. Babies benefit from consistent relationships with familiar carers who attend to their day to day needs. This helps them form secure bonds and promotes their emotional and physical well-being. They settle quickly because staff make sure they plan the day around their usual home routines. Older children grow in independence as they move safely around the playroom and select their own resources. They quickly learn the rules and expectations of the setting and respond well to the clear guidance of staff. Children in the pre-school room remember that it might be slippery outside after the rain and staff show them how to use the headphones carefully so they don't break. This helps children behave well and learn to keep themselves safe. The nursery is welcoming and well-equipped, with a good variety of age-appropriate resources organised on shelves and in boxes so that children can easily choose things for themselves. Staff conduct comprehensive risk assessments of the premises and are vigilant in supervising children at all times, which ensures children can play safely.

Children's good health is promoted well. Young children learn to manage their own personal needs when they wash their own face and hands after lunch. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which helps reduce the risk of cross-infection. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises. They enjoy roast chicken and rice for lunch and make healthy choices from a selection of fruit and breadsticks at snack time. Children of all ages play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise. Older children have fun practicing their physical skills during a game outside, pushing themselves along on a long journey by car. Younger children show excitement crawling

through a tunnel and scooping the balls out of the ball pool with their hands.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that all staff are appropriately vetted and have childcare qualifications. Staff have a good understanding of their responsibilities towards the children in the nursery and know what to do if they have concerns about a child's welfare. Staff work well together as a team, sharing tasks and responsibilities throughout the day. Thorough induction procedures ensure that staff understand the policies and procedures and effectively put them into practice. Staff performance is monitored through regular supervision and appraisals and any training and development needs identified. This helps ensure the nursery has a well-trained and supported staff team.

The nursery's management team are committed to providing a high quality, flexible service for children and their families. They have a clear understanding of the learning and development requirements and effective monitoring means any areas of weakness are quickly identified and addressed. For instance, circle time planning has been improved to ensure that all children benefit from varied, stimulating experiences during these sessions, and staff take account of children's views. Systems for assessing children's achievements are also under continual review and have recently been updated to include clearer tracking of children's progress. The management team show a good understanding of the nursery's strengths as well as areas for further development.

Staff work closely with parents regarding all aspects of their child's care and there are regular opportunities to share information. Parents have access to a wide range of information through discussions, notice boards and the nursery's website. The website includes information about menus and weekly blog updates about activities and events. Parents find staff at the nursery dedicated and approachable and express appreciation of their work. Staff also build effective links with other settings that children attend, for instance by sharing records so that children experience consistency in learning.

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	EY446987
Local authority	Croydon
Inspection number	800755
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	12
Name of provider	Natalie Anne Salawa
Date of previous inspection	Not applicable
Telephone number	0208 660 8669

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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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