

# Village Nursery

The Flat, St Mary's Centre, Ladywell Road, SE13 7HU

## Inspection date

29/11/2012

Previous inspection date

20/06/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 4 |
| The contribution of the early years provision to the well-being of children            | 4 |
| The effectiveness of the leadership and management of the early years provision        | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- Management do not monitor the nursery to plan for improvement; previously identified weaknesses remain. This leads to several breaches of legal requirements.
- The nursery has ineffective risk assessments, which do not cover all aspects of the provision. Consequently, children access facilities that are not fit for purpose.
- Staff do not use assessment information to clearly plan for individual children's learning or needs and do not identify suitable challenges for their development.
- Not all staff have a suitable understanding of how children learn which means that children's individual needs are not consistently supported.
- Some resources and activities for literacy are unsuitable for young children. This means that not all children are appropriately supported in developing the necessary skills for their future learning.

### It has the following strengths

- Most children are settled and enter the setting smiling and happy. They play positively together and are well behaved.
- Children express themselves through a range of creative activities. A well-resourced role play area supports their developing imagination.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three rooms within the nursery and the large hall located on the ground floor.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector completed a joint observation with the manager of the provision during a focused activity.
- The inspector looked at children's individual profiles and a selection of relevant policies and procedures.
- The inspector took account of views of parents spoken to during the inspection.

### Inspector

Linda du Preez

## Full Report

### Information about the setting

Village Nursery registered in 1991. It operates from a first floor flat at the St. Mary's Centre, which is located in Lewisham, South East London. The premise comprises of three playrooms, a reception/office area, kitchen and children's bathroom. Access to the nursery

is via a metal staircase on the outside of the building. There is a secure area to the rear of the property for outside play, as well as an indoor hall for use by the nursery. The nursery serves the local area and is open five days a week, for 50 weeks of the year. Operating times are from 8am until 6pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 21 children in the early years age group on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for free early education for children aged three and four years. There are eight members of staff working with the children, including the manager and deputy. Of these, seven are qualified in childcare, with the manager holding a level 4 qualification. The nursery has regular support from the local authority's early years intervention team and is also a member of the Pre-school Learning Alliance.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- implement an effective, clear and well-understood policy and procedures for assessing any risks to children's safety, including additional halls and any other indoor or outdoor areas children use
- comply with requirements of health and safety legislation by ensuring that all premises are fit for purpose, with particular regard to maintaining an appropriate temperature in all buildings children use
- consider the individual needs, interests and stage of development of each child by a) using assessment of children's progress to plan for the next steps in their learning; b) planning a challenging and enjoyable experience for each child in all of the areas of learning and development and c) sharing identified next steps with parents to support continuity in children's progress
- develop the educational programme for literacy by a) creating an environment rich in clear print with words spelt correctly so that children can learn about words appropriately; b) providing an attractive book area where children and adults can enjoy books together and c) supporting individual children's writing throughout their play and without the use of worksheets.
- develop the educational programme for personal, social and emotional development by a) ensuring that activities are relevant to children's interests and do not last for periods beyond their ability to concentrate; b) planning experiences to respond to each child's individual needs and c) by keeping routines flexible so

that young children can pursue their own interests.

- foster a culture of mutual support, teamwork and continuous improvement by introducing a process of rigorous self-evaluation to identify areas of weakness to promote the continuous development and improvement of the provision

### **Inspection judgements**

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

Every child has their own key person who gets to know them and helps them to settle in when they start at the nursery. Staff continue to monitor children's ongoing development by observing them throughout their time at nursery; however, they do not use this information to set clear goals for each child's future progress. This means children are not effectively challenged and are not supported in achieving the skills necessary for starting school.

At times in the daily routine children self-select resources, so are in charge of making their own decisions about what to do; however, at other times staff have a very inflexible approach. For example, staff insist that all children sit around a table for periods of up to thirty minutes. This is an unrealistic expectation of children's abilities and shows disregard for children's capabilities. As result, children become bored, restless and disinterested. This poor practice does not support children's learning and places limits on their progress.

Staff have a consistent approach to supporting children who are learning English as an additional language as they place value on children's first language by finding out key words and using these in the nursery. This supports children's development of English. Consequently, children use both English and their home language as they communicate with others and during their play.

Some children enjoy expressing themselves through role-play as they demonstrate their imagination by pretending to make food and drinks for visitors and staff. Some children make marks and recognisable symbols and letters. Staff praise their efforts and place value in what they have produced by proudly showing their work to visitors and other children. However, staff do not place resources for writing in a variety of areas, such as the role-play or construction areas to encourage children to practise writing with a real purpose. Furthermore, most books in the reading area are old and torn. Additionally, some of the letters, signs, posters and labels within the nursery environment are of a poor standard. This means that children's literacy skills are not fully supported as resources are uninspiring.

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

Children and parents arrive at the nursery to a warm welcome from the friendly staff team. The key person system enables all children to form attachments to staff, which means that most children seek support from staff when needed. Although staff know their

key children very well, they do not use their knowledge of children's individual interests when planning and implementing activities. For example, staff identify some children have difficulty concentrating and sitting still; however, at times, they expect them to sit for very long periods of time. As a result, children become restless and frustrated. This demonstrates that children's personal and emotional needs are not adequately supported.

Children enjoy a variety of activities, such as painting, cutting and sticking, to support their physical skills. Staff describe a suitable range of activities that children experience on a daily basis to support their physical development in the outdoor area. Some children are self-confident. They introduce themselves to visitors and invite them to join in with their play. Children play well together and share toys. Children and staff work together to agree rules and codes of behaviour. This approach enables children to understand what is expected of them.

The nursery has a poor approach to promoting children's health and wellbeing. For example, staff do not check the large hall is warm prior to taking children there to learn songs and dance; nor do they ensure that children are warmly dressed. The cold temperature in the hall does not comply with requirements of health and safety legislation. Children become cold and uncomfortable; this is a concerning compromise to children's wellbeing. Furthermore, the activities planned for the hall are not suitable for the age of the children. For example, children are introduced to inappropriate actions and songs which are beyond their level of understanding or interest. Some children join in, but others lose interest and quickly become bored. This is an inadequate approach to planning first-hand experiences and challenges appropriate to the development of young children.

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

Management have a basic understanding of their roles and responsibilities in protecting children. Staff have completed training in child protection and have regular in-house training to keep their knowledge of safeguarding children up to date. However, management does not have suitable procedures to assess risks or hazards which may arise for the children in all areas used on a regular basis. Some areas within the setting are shared with other providers, this compromises children's safety and wellbeing. This is a breach of the requirements for the Childcare Register.

Management do not demonstrate an adequate understanding of legal responsibility in meeting the learning and development requirements. They do not evaluate the provision effectively and therefore do not sufficiently drive and secure improvement. This failing means that the nursery has not addressed key weaknesses identified at the last inspection or sufficiently implemented action plans to drive improvement. Consequently, there are significant weaknesses in the educational programmes.

Management monitor the continuous professional development of staff to identify training needs. However, management do not successfully supervise staff. For example, they are not aware of the inflexible times in the daily routine, or the impact this poor practice has

on the children. This lack of supervision has led to staff having an insufficient awareness of how to meet the learning and welfare needs of all children.

Staff talk to parents during drop off and pick up times. They arrange meetings with parents to share children's records and information on children's progress. This communication means parents receive useful information regarding their child's care and progress. Parents express their appreciation for staff's caring and kind approach towards their children.

The nursery works in partnerships with other early years settings; for example, they complete transfer documents to share information when children move on to school. Staff seek additional support from outside agencies when needed to secure appropriate interventions for children with additional needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (both parts of the Childcare Register)
- undertake a risk assessment of all the premises and equipment, at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks to children (Suitability and safety of premises and equipment) (both parts of the Childcare Register)
- take action as specified under compulsory part of the Childcare Register (Suitability and safety of premises and equipment) (voluntary part of the Childcare Register).

### 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

|                                   |                          |
|-----------------------------------|--------------------------|
| <b>Unique reference number</b>    | 129059                   |
| <b>Local authority</b>            | Lewisham                 |
| <b>Inspection number</b>          | 813737                   |
| <b>Type of provision</b>          | Full-time provision      |
| <b>Registration category</b>      | Childcare - Non-Domestic |
| <b>Age range of children</b>      | 2 - 8                    |
| <b>Total number of places</b>     | 20                       |
| <b>Number of children on roll</b> | 21                       |

|                                    |                      |
|------------------------------------|----------------------|
| <b>Name of provider</b>            | Frances Mary Rodgers |
| <b>Date of previous inspection</b> | 20/06/2011           |
| <b>Telephone number</b>            | 020 8690 6766        |

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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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