

The Vineyard Organic Day Nursery

42 Grosvenor Road, RICHMOND, Surrey, TW10 6PB

Inspection date

Previous inspection date

03/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Relationships between children and the staff and children with their peers, are friendly, warm and supportive. Children have strong emotional attachments to staff that are kind and attentive to their emotional needs.
- Staff provide children with good opportunities to develop writing skills through the availability of varied resources, such as a large outdoor blackboard, an indoor interactive white board, paint, crayons and pencils.
- Activity planning provides particularly well for children to learn and develop through sand play. For example, the outdoor sandpit enables groups of children to experiment together using their feet as well as their hands and build sand castles. Indoors children combine smaller resources, such as spoons and dishes.
- The setting are working hard to develop their partnership with parents through the implementation of various initiatives to involve them more in children's learning.
- The premises are clean, well maintained and equipped with good quality play and learning resources.

It is not yet good because

- Leadership are not meeting the requirement for ensuring that staff receive regular supervision and training.

- Staff do not provide older children with enough physical challenge. There is no space for children to run, ride bikes or practise climbing.
- The educational programme for supporting children's understanding of the world and for encouraging children to engage in conversation is weakened by the lack of outings and limited displays of photographs. For example, of children, their families, familiar places and favourite activities.
- The setting's processes for monitoring children's progress and development towards the early learning goals is not precise enough and parents are unclear about how well children are achieving according to the expectations for their age.

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 inspection was carried out during one day. The lead inspector was accompanied by an additional inspector. They observed play activities in both play rooms and the outdoor area, nappy changing, sleep time and lunchtime.
- The inspectors held a meeting with the manager, discussed the provision of food with the chef and had discussions with a number of staff throughout the course of the day.
- Parents views were sought during the inspection and taken full account of.
- The inspectors scrutinised samples of children's assessment records and looked at records relating to staff suitability, quality assurance, accidents and medication, and

sampled policies and procedures.

- The inspectors checked that the setting met health and safety requirements and that the premises were fit for purpose.

Inspector

Amanda Tyson

Full Report

Information about the setting

The Vineyard Organic Day Nursery was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two privately owned organic nurseries. The setting operates from a two story building in Richmond town centre. There are two playrooms. Children aged from birth to under two years are cared for in a playroom on the first floor, which has integral nappy changing and toilet facilities. Children aged two to five are cared for downstairs with integral toilets and a wet play room. Both playrooms are fitted with anti allergy flooring. There is a small outdoor play area. The nursery employ a qualified cook to prepare meals on the premises. Suppliers who have been certified by The Soil Association who also inspects the setting once per year source all food. Operational times are Monday to Friday 7.30am until 6.30pm throughout the year.

There are currently 37 children on roll in the early years age range. The setting is in receipt of funding for early education for children aged three and four years. The setting supports children learning English as an additional language and welcomes children with special educational needs and/or disabilities. The provider employs 10 staff to work with the children in addition to the manager. Seven staff hold relevant qualifications including two staff with Qualified Teacher Status, two with early years degrees and the remainder with level 2 and 3 qualifications.

What the setting needs to do to improve further

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

- improve the arrangements for the supervision of all staff who have contact with children and families by providing them with appropriate support, coaching and training to enable them to develop their knowledge and skills to improve the outcomes for all children

To further improve the quality of the early years provision the provider should:

- display and make use of photographs, such as of children's families, favourite places and activities to encourage communication and language skills and understanding of the world
- make use of the local community to support all the educational programmes, for example a) use parks and wide open spaces to support children's development in climbing, balancing and running and understanding of nature; b) teach children safety rules, c) help them understand about the people who live and work in the community
- develop systems for monitoring children's progress and development further by identifying children's level of achievement by what is expected for their age. Share this information with parents and use it to strengthen planning of the educational programmes.

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

Staff plan a suitable range of activities that provide children with access to the seven areas of learning. Overall, children make satisfactory progress towards the early learning goals. However, planning for some areas of learning is better than others. For example, children's literacy development is well supported which helps to prepare them for school. Staff enthusiastically read to children individually and in groups and, as a result, children show a keen interest in books. Outdoors children create giant lines and circles using chalks on the magnificent blackboard fixed to the garden wall and indoors, similarly, they use marking pens on the interactive white board. Children learn to link letters and sounds and to recognise their names in print. The outdoor sandpit provides space for building proper sandcastles and indoors toddlers enjoy transferring sand from the trough to serving dishes using a spoon. However, whilst children aged under two have good opportunities to develop climbing and balancing skills, provision for older children is weak. They have less space in their playroom and no large equipment to help them progress with climbing or pedalling skills. Although, the setting is near to play-parks and wide open spaces, children are not taken on outings.

Staff use picture cards to introduce songs to young children and then encourage their contribution by emphasising key words which children are more likely to remember. However, there are no photographs displayed of the children, their families, familiar places and everyday activities to encourage children to initiate conversation and to support their understanding of the world. Planning identifies a topical focus, such as Saint Andrews Day and Diwali. However, opportunities to extend more able children's learning, for example by taking them to visit a Hindu temple or travel agents in the community, are not included. Nursery assistants and bank staff are not included in planning meetings. As a result, they do not always understand how they are expected to support and extend children's learning in specific activities. Use of open-ended questioning is inconsistent

between staff.

Parents play an active role in identifying children's starting points on entry by completing a detailed 'All About Me' form on their child using guidance provided by the setting. They are encouraged to share information about children's learning experiences at home through the use of 'weekend books'. Staff use these to encourage children to remember and share their experiences and news with their friends at times like 'show and tell'. Staff record observations on children's play and learning and provide a written summary of what children can do every three months. They use the same format for completing the progress checks on two year olds. The detail included shows that staff know their key children well and have a sound understanding of the areas of learning. However, staff do not assess the children's level of achievement against what is expected of them for their age. The level of progress children are making is therefore not entirely clear.

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

Children are cared for in a clean indoor environment. Staff provide a very good supply of high quality play and learning resources and furniture. For example, the setting has a dedicated wet play room which is equipped with a long sink and numerous taps. However, the wet play room is only available on days determined by staff, and play areas, such as the home-corner in the under twos room, are not always set up to inspire children's interest. Nonetheless, staff make good use of picture cards to support communication with children. This is particularly helpful in supporting the younger children, those with speech and language delay and those learning English as an additional language. They seat babies at the table for mealtimes in bucket style wooden chairs. These make babies feel safe whilst included in mealtimes as they are the same height and fit under the table like all the other chairs.

Babies sleep at times consistent with their home routines and parental wishes. Staff change children's nappies at regular intervals throughout the day and in-between if needed. They wear disposable gloves and make sure they clean changing tables thoroughly to minimise the spread of infection. Staff teach children to wash their hands before meals and not to put cutlery used for serving in their mouths. However, staff do not always use this as an opportunity to explain how germs are spread and what happens to the body when germs get inside.

The key-person system is effective in meeting children's emotional needs, such as supporting them through periods of change. Staff build trusting relationships with children during the gradual settling-in period where parents leave children for increasing amounts of time. Two year olds visit the preschool room a number of times before they move up permanently. Staff help parents prepare children for extended holidays and for starting school. As a result, children manage change well. Staff model politeness and kindness which children copy. Children behave well. Squabbles are effectively diverted and the staff acknowledge positive behaviour most of the time.

Young children gain an understanding of risk as they walk up the steep side of a prism

soft shape. They take quick, but cautious, steps down the steep slope on the other side whilst pushing a wheeled toy. Opportunities for older children to develop an understanding of risk are limited. They do not have access to trees or apparatus to climb. As children do not go on outings, staff do not reinforce safety rules through real experiences. For example, when crossing roads and recognising nature hazards. Opportunities for children, particularly those that attend full time, to keep healthy and active through adventurous outdoor play and contact with nature are significantly limited. Children thoroughly enjoy the sumptuous meals cooked onsite. The seasonal menu introduces children to new tastes and they are developing good eating habits, for instance children eat salad with their lasagne. Staff do not actively promote the concept of organic food and environmental issues within the educational programmes. Nonetheless, they use mealtimes well to encourage children's self-help skills and independence. Children serve themselves and pour their own drinks.

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

The manager demonstrates sufficient understanding of the safeguarding and welfare requirements. There are suitable procedures in place for recruiting, vetting and appointing suitable staff. Overall, the setting makes effective use of risk assessment to minimise accidents on the premises. The management maintain the building very well. Robust security systems are in place, fire safety is effectively considered, stranger access is minimised by an intercom system, public liability insurance is in place and the kitchen has passed inspection by Environmental Health. However, the manager's paediatric first aid certificate expired two months ago which now leaves only two staff qualified to administer first aid. The requirements are that there must be a minimum of one person on site at all times with a valid paediatric first aid certificate. The manager understands and recognises that having only two staff qualified is not ideal for a full day care setting and has prioritised training for more staff in January. All records and documentation required for the safe and efficient management of the setting are in place. The setting has implemented a policy banning the use of personal mobile phones and cameras on site as is now required. However, leadership has failed to implement the new requirement for providing all staff with support, coaching and training through regular supervision to develop their knowledge and skills. This is a breach of legal requirements. There is however, a procedure in place for inducting new staff to ensure that they are familiar with the setting's policies and procedures. There is also a clear procedure in place for managing under performance and for dealing with allegations against staff. The deputy has completed child protection training and is now the lead person for safeguarding. Staff demonstrate a sufficient understanding of the procedure to follow if they are concerned about a child's welfare, despite not having attended any training.

Although assessment systems are not yet precise enough, they do show what children can do and staff do know the children well. Staff have the knowledge to identify gaps in achievement. The manager is experienced in working with children with special educational needs and/or disabilities. She is the setting's special educational needs coordinator (SENCO) and is clear about her responsibilities. She understands the need to

act on concerns, share information and work in partnership with other agencies involved with children. The manager had not identified the gap in their assessment systems prior to inspection. However, as she pointed out staffs knowledge and understanding of the seven areas of learning is sound so this will be easy to rectify.

The manager demonstrates commitment to ensuring the setting's capacity for continuous improvement through use of the Richmond borough's quality improvement tool. This provides rigorous criteria for the early years provider to assess themselves against. Whilst staff have yet to achieve some priorities others, such as the drive to strengthen the settings partnership with parents, are proving successful. The first parents evening was due to take place on the evening of the day of inspection. Parental involvement in children's learning is increasing through the use of the 'All About Me' forms and weekend books. Staff provide parents with good information to explain the settings policies and procedures and all parents spoken to on the day of inspection confirm the effectiveness of the setting's key person system. Transition arrangements for children are good. The immediate future plans focus on completing the appraisals, targeting the training programme, and involving the team in completing the local authority quality assurance programme with staff. Future ideas include the possibility of introducing Forest School teaching to the educational programme.

Parents report positively about the service provided. They cite the provision of organic food and the quality of the play resources as key strengths. Some say they would prefer more of a focus on outdoor play. They report that staff inform them well about the activities children take part in and about their daily care routines, such as what children have eaten. However, they inform them less well about their children's level of achievement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY445042
Local authority	Richmond upon Thames
Inspection number	801398
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	37
Name of provider	London Organic Day Nurseries Ltd
Date of previous inspection	Not applicable

Telephone number

02089407197

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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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