

Norbury Hill Cubs

48 Norbury Hill, LONDON, SW16 3LB

Inspection date

29/11/2012

Previous inspection date

10/07/2012

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

- The manager communicates a high ambition for the development of the nursery and listens carefully to the views of parents, children and staff to identify future improvements
- Parents' and carers' participation in the many different cultural events taking place at the nursery provides children with a strong sense of shared community, with their friends, carers and family
- The flexibility of care arrangements enable children going off to school to continue to attend the nursery thereby providing constant relationships and the development of strong attachments
- The accessibility of resources means that all children, including babies can be active in their exploring and learning
- Children experience a wide range of play opportunities and are making good progress in all areas of their learning.

It is not yet outstanding because

- Monitoring of the educational programmes, effectiveness of assessment and of children's progress is generally very good but it does not always give a clear picture of the progress different groups of children make. Therefore it is not easy to make comparisons and ensure that any minor gaps in the learning of particular groups of children are identified.

- The quality of support children receive to encourage use of expressive language through play varies because some staff are less confident than others in enhancing children's language development

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 interviewed five members of staff, including the manager.
- The inspector observed children at meal times and during play indoors and outdoors.
- The inspector examined a sample of children's assessment and progress charts.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector viewed photographic documentation of past events.

Inspector

Denise Aitken

Full Report

Information about the setting

Norbury Hill Cubs is a privately owned nursery. It opened in 2012 and operates from a large converted house in Streatham Common in the London Borough of Croydon. It is open each weekday from 7.30am to 6pm for 50 weeks of the year. Children have access to a secure, enclosed outdoor play area. There are currently 35 children aged from 12 months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. A team of 10 staff are employed, including the manager, and of these, seven hold appropriate early years qualifications. A further two staff are working towards a qualification. The nursery follows aspects of the Montessori teaching method.

What the setting needs to do to improve further

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

- extend the system used to monitor the effectiveness of educational programmes to gather information about different groups of children's progress to further reduce any gaps in their learning
- promote further consistency in the quality of support for children's language development during child led play

Inspection judgements

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

Children develop into confident and active learners in this welcoming and well resourced nursery. The manager carries out access audits which look at the nursery environment from the child's viewpoint. This results in age appropriate equipment being made available for different groups of children at different stages of development. Babies who are now just walking find an array of interesting toys positioned on shelves to encourage them to practise their new walking skills as well as stretch, tip toe and balance. Older children who

need space to lie on the floor to play with a train track, or sit at a table with scissors can do so upstairs uninterrupted by the younger children. This sensitive resource planning enables children to build their self-confidence and self-awareness as they express their own interests and preferences. Younger children learn how to concentrate as they build simple structures and post shapes into containers and staff sensitively stay close by to encourage children to keep trying.

The staff plan a selection of events to celebrate cultural traditions. To offer stimulating and challenging experiences for the children they secure the skills and talents of parents and nearby schools. Today the children are preparing for a community event and are involved in many activities; They are making an animated film using their own art work. They can smell and observe the celebratory food being cooked and are participating in decorating a snow sleigh. These activities involve children in learning about the world. They explore pictures and stories about what they do with their family and what other families do.

Communication and language is fostered well overall. Children make their needs known and staff listen intently to what they have to say and respond to their non-verbal gestures. Children are encouraged to use their home languages and staff provide bilingual support. Many staff model the use of language well however staff do not always take every opportunity to extend children's expressive language through play. Literacy is promoted through-out the nursery. Older children get ready for their transition into school by learning the sounds of the alphabet through songs sung regularly at circle time and the younger children watch with interest. Children are encouraged to write their names on their pictures and there are many words and labels used to organise the toys and equipment. This is an improvement since the previous inspection and children now have more opportunities to understand that print carries meaning.

Children's' development is assessed at the nursery and overall they are progressing well, Staff are competent in making regular written and photographic observations of their key children which they communicate to parents through a secure on-line system. Photographs show children having a go at cooking, balancing, running and racing in the garden and enjoying the anticipation of setting off for a local walk. These observations are used to identify children's interests and the staff get to know the individual needs of children very well. Information gathered through observation and assessment is effectively used when staff plan future activities. As a result activities build on what children already know and can do and help them to acquire the skills they will need to move onto the next stage in their learning.

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

The staff team works well together to create a calm and friendly atmosphere for children of all ages. Staff support one another and model to children respectful and co-operative behaviour. The well organised key person system supports the development of trusting relationships within the nursery: Babies show they feel secure because their key person takes care of them and stays close by to give reassurance. Older children develop

friendships with their key people as they play and eat together. For those children who are old enough to go to reception class and school they are taken by nursery staff who build relationships with their class teacher and good partnership working is initiated.

Children show that they feel safe as they move around the nursery selecting their own activities and asking to go upstairs or play outside in the garden. Children participate in tidying up for the next part of the routine and enjoy their helping roles. Staff make the nursery safe by carrying out daily risk assessments and maintaining safety through-out the day: Children are supported in getting dressed in warm clothes and wellington boots to venture out into the garden on a cold, wet day. They relish outdoor play opportunities to enjoy fresh air and exercise. In the garden children learn to use wheeled toys with control and show their developing agility as they use the climbing equipment. Children also have opportunities to develop their physical skills when they join in ballet sessions. At meal times staff maintain excellent hygiene practices which children watch and copy. Through out the day children are learning about good self-care, looking after their environment and keeping themselves safe

Children get the pleasure of seeing and smelling the preparation of their meals. Meal times are a homely and enjoyable event through which children discover the delights of eating healthy food. Children sit with their key person for lunch and talk about their likes and dislikes as well as naming fruits. Children learn to be part of the social gathering and staff use sensitive support to help the younger children meet the challenge: Children can be seen selecting a small toy to play with at the table while they wait for their friends to finish. In this way children learn to tolerate difference and develop an awareness of the needs of others.

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

The manager communicates a high ambition for the development of the nursery and is committed to self evaluation and continuous improvement. All recommendations from the previous inspection have been implemented: Children now use computers and changes to the garden access have been made to ensure children can now free flow in and out safely. Through self evaluation the manager has compiled her own list of planned improvements. Well qualified staff have been recently recruited to improve the quality of the provision and a series of in-house training has been initiated to update knowledge and skills of all staff.

The management team has a good understanding of their role and responsibility to provide a broad educational programme which supports children's progress within the Early Years Foundation Stage: All areas of learning are planned for successfully and staff are deployed well to deliver the programme. Where specialist skills are required management are effective in securing outside resources through partnership working. Equality and diversity is practised effectively: Children are strongly supported to develop a pride in their cultural identify, and linguistic diversity is celebrated and modelled in the nursery by staff. The designated person for special educational needs coordination and

safeguarding has developed good relationships with the appropriate local authority advisors. Therefore suitable arrangements are in place should the manager need to secure support for children with additional needs. The manager has a good understanding of planning for different groups of children, However there is no monitoring system in place to provide sufficient information to make comparisons on how different groups of children are making progress.

Children's welfare is given high priority and there are policies in place which guide the practise of all who work in the nursery. Staff just recruited have undergone correct vetting and induction procedures. They demonstrate a sound knowledge of the nursery policies and the arrangements for safeguarding children. There are formal systems in place to appraise the work of staff and regular meetings are held to plan and discuss the needs of the children. All staff understand how to carry out a risk assessment and hold paediatric first aid qualifications to enable them to appropriately respond to accidents.

The manager and her staff have excellent links with parents and work tirelessly in helping them become involved partners in the life of the nursery. The whole family is considered when planning events. Families who have left the nursery come back and parents whose children are waiting to transfer into the nursery are invited to attend before their children start. Communication with parents is also excellent and highlighted as a real strength. Parents say they are very happy with the secure on-line web page which gives them weekly updates of their child's activity and the facility to make their own contributions. One parent said she is very pleased with the nursery, in particular the way in which the staff convey a passion for their work She feels that her young child's emotional needs are met very well and the nursery offers a place in the community for her whole family.

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	EY441286
Local authority	Croydon
Inspection number	893481
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	35
Name of provider	Norbury Hill Cubs
Date of previous inspection	10/07/2012
Telephone number	020 8679 7630

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

