

Nicki Day Nursery

190 Southampton Way, Camberwell, London, SE5 7EU

Inspection date

10/01/2013

Previous inspection date

08/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 build good relationships with their peers and the adults and as a result friendly behaviour is evident in the pre-school.
- The staff are skilled at supporting children's active learning and children maintain focus on their activity for long periods of time showing determination and delight in their personal achievements.
- Babies show that they are happy and confident in the way that they explore the environment in their own room and play with the older children.
- The manager and her staff are eager to make improvements so that children are happy and make good progress.

It is not yet outstanding because

- Children learn about sorting and counting. However, staff sometimes miss opportunities to extend children's use of mathematical language and knowledge in everyday play.
- Systems to share information with parents about their children's progress are not fully consistent.

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 looked at a sample of the children's files.
- The inspector spoke to parents at the end of the day.
- The inspector observed children in the pre-school alone and all children together.
- The inspector interviewed staff to ascertain their knowledge about the Early Years Foundation Stage.

Inspector

Denise Aitken

Full Report

Information about the setting

Nicki Day Nursery registered in 2004 and operates from the ground floor of a listed detached house which is situated on a main road in Camberwell, London. There are shops and a park nearby. Children have the use of two rooms and outside garden. The nursery is registered on the Early Years Register. A maximum of 20 children may attend the nursery at any one time. The setting is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 17 children under five years on roll. The nursery supports children with special educational needs and/or disabilities and a number of children who have English as an additional language. The nursery is in receipt of funding for free early years education to three and four year olds. There are five core members of staff who

work directly with the children, of whom four hold relevant early years qualifications to Level 3 or above.

What the setting needs to do to improve further

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

- extend children's mathematical understanding by using unplanned opportunities to talk about shape, pattern and position
- strengthen the two-way flow of information with parents, specifically about their children's progress, through the use of consistent progress records, for example.

Inspection judgements

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

Children make positive relationships in this small and friendly nursery and they delight in talking to visitors about themselves and their friends. They are independent in making choices about what they would like to do and select their own resources. Older children initiate imaginary games, and they give each other roles and learn to take one another's point of view. Children sit together and play games with adults, which teach them about taking turns and following simple rules. Younger children benefit from the positive atmosphere and this is seen in the way that they share space and play confidently together. As a result all children show that they are making good progress in their personal, social and emotional development.

Staff plan a range of activities to cover all areas of both inside and out. Although , at times staff miss everyday opportunities to extend children's understanding of mathematical concepts such as size, shape and measurement. This week children are thinking about how to prepare for the winter months. They are looking at how people around the world dress for winter and there are lots of woollen hats and scarves for them to try for themselves. The staff extend these activities to encompass other learning areas. For example, staff encourage to match winter socks. Through this game, they are looking at similarities and differences in colour and pattern. All pre-school children show that they enjoy the interesting activities planned by the adults in the way they maintain their concentration for long periods. This focussed, active learning on the part of the children is encouraged by staff. They provide effective challenges such as offering children to, ' Have another go', 'Think about it again' and 'Look at it this way'.

Children are developing good language, communication and literacy skills due to the strong emphasis in this area in the nursery curriculum and involvement of parents. Children with English as an additional language are provided with story telling computer software. This means they can enjoy the familiar books read at nursery, in their first language. Consequently, they can share their first language with their friends, and are better able to learn from the stories when they are read in English.

A child shows an adult how they can write their name, then continues to talk about the letters in the names of many of their friends. Another child alphabet beanbags onto an adults and proceeds to tell the adult a word for every letter. These are very good skills for children considering their age. In addition, parents support their children to achieve their individual next steps in learning by providing small activities set by the nursery at home. This shared approach prepares children well for school.

Staff understand the educational needs of younger children and plan activities focussing on the way they learn best. In response to recommendations made at the previous inspection there are now plenty of opportunities and space for movement and sensory play. Staff support children in developing their physical skills both inside and out. They have opportunities to play with the toys that are of interest to them, and all children have full access to all equipment. There are also interesting sensory activities planned by staff to encourage children to explore new and exciting objects for the first time, such as leaves and coloured sand.

Children make good progress because staff carry out focussed assessments of their learning and write personal plans for each child that they share with parents on a regular basis. In this way children receive focussed and effective support by the adults in their life.

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

This small staff team work well together and create a calm and friendly atmosphere for children of all ages. They support one another and model respectful and co-operative behaviour to children. In turn, the children learn from this and are very friendly and caring towards each other.

Children show that they feel safe as they move around the nursery selecting their own activities or choose to play outside in the garden. Older children show high levels of independence in dressing themselves in warm clothes to go outside. All children help to tidy up for the next part of the routine and enjoy their helping roles.

The small group size and consistency of staff means that they help children in developing trusting relationships within the nursery; babies are able to feel secure within their small group because their key person takes care of them and stays close by to give reassurance.

Staff make the nursery safe by carrying out daily risk assessments and maintaining safety throughout the day. At meal times, staff maintain good hygiene practices which children watch and copy. Throughout the day, children are learning about good self-care, looking

after their environment and keeping themselves safe.

Everyone enjoys the relaxed meal times. Children's individual dietary requirements are carefully planned. Outside caterers supply lunch, and children are encouraged to give feedback about the food, and compile a list of their favourite meals. Staff eat with the children and at tea time the older and younger children join together. Here, children talk to each other and chat with the adults. Children are free to leave the table when they have finished and sit quietly on the sofa looking at books. The younger children climb up beside them and enjoy the family feel and the opportunity of learning from those older and more experienced. These short periods of interaction help the young children to make an easy transition into the pre-school later on.

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

The manager has a positive attitude and willingness to change, as demonstrated by her response to recent actions set by Ofsted. This has resulted in the implementation of clear guidance and practice about the supervision of older children and staff children in the nursery. The manager, along with her committed staff team has worked together very well to make other improvements to the nursery. They have worked in partnership with the Local Authority advisor. In addition, staff have attended training and as a result recommendations from the previous inspection have been implemented. The manager has also implemented a number of systems for assessing children's progress. This means that parents and carers have detailed information about what their children can do. However, the manager has not yet decided on which system she will use and this is causing some confusion for parents. Evaluation of the provision against the standards set in the Early Years Foundation Stage is continuous and the manager has a very good understanding of the priorities for future development.

Equality and diversity is threaded throughout the nursery provision and the manager understands the importance of recognising and supporting children's individual needs. Children with special educational needs or in need of early intervention are effectively supported. The nursery's special educational needs co-ordinator has completed training. They are up to date with Local Authority guidelines and is effective in making referrals to other agencies as required.

Parents express their appreciation of the nursery and say that they can notice the difference it makes to their child's development. In particular, they like to be involved in their child's learning especially in preparing them for school. The manager supports children's transitions by offering advice sessions to parents about choosing and applying for schools. The manager is highly committed to establishing effective relationships with parents and seeks their feedback and ideas. Parent's meetings are held at the end of each term, in which children's progress is discussed and parents get a written review. The provider has recently started to share emails with parents at the start and end of the week. This provides information about what their child has been doing at home and at nursery so each can build on the child's current interests. Parents think this is a good idea

and will give them some time to communicate outside of the busy drop off and pick up periods.

All children in the nursery are kept safe and the manager maintains good standards of care to ensure that the welfare of the children is of the highest priority. Staff receive regular paediatric first aid training and this means that are prepared and able to respond to accidents and children's health needs. The manager understands her duty to safeguard children and there is a comprehensive safeguarding policy in place, which gives staff, and parents clear guidance on how to raise and act on concerns. The manager has established systems to monitor staff performance and provides on going supervision and support. As a result, the staff work very well as a team to ensure that policies and procedures are followed to a good consistent standard.

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	EY287524
Local authority	Southwark
Inspection number	896261
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	17
Name of provider	Nicki Day Nursery Limited
Date of previous inspection	08/07/2010
Telephone number	07944 472 205

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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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