

ABC Day Nursery Group

1a Melfield Gardens, London, SE6 3AH

Inspection date

24/01/2013

Previous inspection date

08/06/2010

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

- Staff support children's learning and development well. They talk to children during play about what they are doing and ask lots of questions that help them to think.
- Staff encourage children to be active learners. As a result children follow their own interests and are purposefully engaged in play.
- Children have good relationships with staff and each other, which creates a calm and relaxed atmosphere.

It is not yet outstanding because

- Methods of performance management are not well organised to ensure all staff receive supervision and appraisal on a regular basis.
- Children have fewer opportunities to use dual language books and sing songs that reflect their home languages.

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

- All details held by Ofsted about the nursery were checked prior to the inspection.
- The majority of the inspection was spent with staff in each playroom, observing staff practice and the children they were caring for.
- On-going discussion and joint observation took place with the staff throughout the inspection. Children's information and development records were sampled.
- Procedures for safeguarding children and promoting their welfare were discussed and relevant documents were sampled.
- Parents' views were gathered through discussion during the inspection.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

ABC Day Nursery was registered in 1995. It operates from a prefabricated single story building in the London borough of Lewisham. The nursery comprises of five group rooms with an enclosed outdoor play area. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year, only closing for bank holidays and one week over the

Christmas period. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 39 children in the early years age group on roll, who attend for a variety of sessions. The group is in receipt of funding for the provision of free early education for children. The nursery supports a few children who speak English as an additional language. There is a team of ten staff who work with the children, including the provider, all of whom have relevant childcare qualifications. The nursery also employs a cook.

What the setting needs to do to improve further

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

- strengthen the methods of performance management for all staff and students through more robust systems of regular supervision and appraisal
- share stories, songs and rhymes from all cultures. Provide dual language books and read them with all children, to raise awareness of different written language. Try to match dual language books to languages spoken by families in the setting.

Inspection judgements

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

Staff provide a good balance of learning opportunities for children in all group rooms. This includes lots of time for children to make choices and follow their own interests during free-play time along with adult led activities and group times. All group rooms are set out with a good range of toys and books that reflect the needs of each age group. Toys are well organised at low level and staff encourage children to develop their independent learning skills as they choose toys, and then put them away again after use. Staff are involved in children's play and provide good levels of support. They extend children's learning effectively through open-ended questioning and encourage children to explore. Staff make consistent observations and assessments of children's progress that are linked to the areas of learning. They know the children well and plan activities that reflect children's individual learning needs. Staff are implementing new systems of planning and assessment with support of the local authority early years team; this includes methods for recording children's two-year checks and their on-going progress in all areas of learning.

Children are happy and keenly engage in all activities. They develop their language skills as they freely engage in conversations, laugh and joke, and sing songs during play. They enjoy group song times, singing familiar songs from memory and joining in the actions

with enthusiasm. Staff are attuned to younger children's attempts at speaking and encourage babies to babble and enjoy songs and rhymes. Children enjoy group story times and use books independently for pleasure. Some children use languages at home other than English. However, there are few dual language books, written text or songs that reflect their home languages to help all children develop their awareness of language and communication. Older children develop their writing skills as they make their shopping lists for their pretend picnic during role-play for example, while younger children make purposeful marks while using chalks. Children have good opportunities to develop their physical skills while using a broad range of outside play equipment. Babies benefit from plenty of clear play space so that they can develop their walking skills in a safe environment. They enjoy using a variety of sit and ride toys, push along toys and tunnels that help to develop their physical control.

Children develop their skills in expressive arts and design as they participate in creative activities that enable them to explore paint, textures and malleable materials. They freely explore sound while using musical instruments and show an awareness of rhythm as they make up their own songs. Children enjoy being imaginative and dressing up. Older children become engrossed in role-play and re-enact real life experiences; this supports their emotional development. Children's mathematical skills are enhanced well as they freely choose puzzles and construction sets that develop their problem solving skills. Older children are able to sort objects by colour and talk about shape and size. Children understand about the world in which they live as they participate in planned activities relating to festivals and cultural events. They use a range of electronic toys and computers that help develop their awareness of technology. Children play cooperatively and follow their own interests. Consequently, they are purposefully engaged in play and practise skills that help them move on in their learning and eventually to school.

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

Children show strong relationships with staff and each other. The key worker system is successfully implemented so that all children are supported well. Children freely approach staff and seek comfort if they are upset. Babies enjoy lots of cuddles, helping them to feel safe and secure. Children are very well behaved. Older children show a clear understanding of sharing and taking turns during play. Children benefit from well-established routines that help them learn about expectations of their behaviour. They also learn about safety while participating in regular emergency evacuation drills.

Children enjoy relaxed and sociable mealtimes. They serve their own food, enabling them to make healthy choices of the foods they like and the amount they wish to eat; this develops their self-care skills. Staff seize every opportunity to enhance children's learning as they talk to children about their food, healthy eating and use mathematical language such as asking how many and how they can cut their sausage in half. Children are provided with a balanced diet of meals that are freshly cooked on the premises. Staff are aware of children's individual dietary needs. Staff show high regard to maintaining good hygiene standards at all times.

Children are prepared well for their transitions to the next stage in the setting by visiting their new group room so that they settle in gradually. Parents follow the settling in procedures when new children begin; this enables children to feel safe and secure when their parents leave. Systems are in place to support children's transitions to school and staff provide written reports of children's progress before they leave.

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

Good systems are in place to help safeguard children and promote their welfare. Staff implement a range of policies aimed at keeping children safe. They have attended safeguarding training so that they can identify when children need support and take action if they have any concerns regarding children's welfare. Risk assessments are reviewed and staff make sure risks are minimised or eliminated to enable children to play in safety. Staff and management use the required documentation, such as records of accidents and medication. These are shared with parents as necessary. Staff undergo vetting checks regarding their suitability to work with children. They participate in supervision with the provider and have opportunities to attend training courses that extend their knowledge of childcare. However, methods of supervision and appraisal are not systematic enough to ensure the performance management of all staff is effective. Management and staff effectively implement an equal opportunities policy, to promote equality and diversity throughout the nursery.

Robust systems of self-evaluation are in place as the staff team use the local authority self-evaluation tool to identify their strengths and any areas they plan to improve. They set out action plans for improvement and continuously evaluate their own progress. In addition, they have successfully met the recommendations raised at the last inspection. Partnerships have been established with the local schools and staff work with the local authority early years team to promote best practice. Staff conduct regular risk assessments of the setting which include action plans for improvements of the premises. Effective partnerships with parents ensure that information about children's progress and individual needs is shared on a regular basis. Parents spoken to during the inspection stated that their children are happy and enjoy coming to the nursery. Parents explain that staff are very supportive and that they like the family feel that the nursery has.

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	129002
Local authority	Lewisham
Inspection number	901872

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	39
Name of provider	ABC Nursery Group
Date of previous inspection	08/06/2010
Telephone number	020 8695 0882

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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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