

Green Shoots Day Nursery

55 Palfrey Place, LONDON, SW8 1AR

Inspection date

Previous inspection date

25/01/2013

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

- Children experiment, explore and attempt to solve practical problems for themselves.
- The nursery environment is warm, welcoming and well resourced to promote creative and imaginative play and to meet children's health needs.
- Staff make good use of the local and wider community to support children's understanding of the world and the programme for promoting good health.
- Staff are patient and kind and role model positive behaviour which children copy.

It is not yet good because

- Assessment systems to identify children's progress and help plan are not fully implemented.
- Staff have yet to introduce strategies to help parents support children's individual learning needs at home.
- Staff do not receive regular supervision to review their own effectiveness and identify training needs.
- Leadership roles are not clearly defined and as result evaluation of practice is not fully effective.

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 observed children's play and learning on the premises and during a trip to the local park.
- The inspector looked at records of children's progress and development, sampled some policies and procedures and records relating to children's welfare.
- Joint observations with the owners took place.

Inspector

Amanda Tyson

Full Report

Information about the setting

Green Shoots Day Nursery registered in 2012. It is located in converted business premises in a residential area in the London Borough of Lambeth. The nursery opens Monday to Friday from 8am to 6pm for 48 weeks of the year. The nursery closes for the last two weeks in August, a week at Christmas and a week at Easter time. The premises consist of a main play room, an open plan area for meal times and messy play and which has an integral kitchenette. There is a children's bathroom with nappy changing facilities and a separate toilet for adults as well as a sleep room and office. There is an enclosed outdoor play area at the front of the premises. The nursery is registered on the Early Years Register and there are currently 11 children on roll. The nursery supports children with special educational needs and/or disabilities. There are currently three staff; one has

Qualified Teacher Status and two have a qualification at level 3.

What the setting needs to do to improve further

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

- use the information gained through observation more closely to track children's progress, inform assessment and plan appropriate activities to meet children's individual needs
- Put in place appropriate arrangements for the supervision of staff that promotes a culture of support, coaching, team work and continuous improvement and ensure that all staff understand their roles and responsibilities

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

- Encourage parent's involvement in children's learning at home. For example by providing story sacks for parents to take home
- Extend children's imaginative play particularly when on outings. For example by taking appropriate toys and equipment.

Inspection judgements

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

The staff, who are all joint owners of the nursery have a sound understanding of child development and promote the concept of learning through play well. The educational programme provides children with access to all areas of learning. The environment is equipped with good quality, age appropriate, accessible play and learning resources. Staff make generally good use of open-ended questioning and join in children's play which encourages communication and language as well as critical thinking skills.

Children enjoy visiting the local park. Staff support children's investigations of melting ice, encourage observation of helicopters passing overhead, trains passing over the bridge, and of the sounds of emergency vehicles rushing past. Staff clamber aboard the wooden train with children prompting their thoughts with 'where are you taking us today?' However opportunities to develop the play are missed as toys and equipment are not taken with them. In the nursery environment young children engage in sustained pretend play. For example, they use a cardboard box as a dolls bed one minute and a boat or a train the next. Lolly sticks are used to represent candles on a cake when placed into

dough. The book corner is well stocked with books and children enjoy sharing these with adults. Staff encourage the listening and attention skills of young children and those with communication and language needs. Children make marks and patterns as they practice their early writing skills. Children aged two years show understanding of balance by making 'wobble' sounds when their brick tower shows signs that it might collapse. They show good problem solving skills as they re-arrange train track pieces to make them fit together.

Children's progress in their learning and development is not consistently monitored closely enough to identify and target their individual needs. Staff record observations of children's play and learning, but the system for tracking progress to identify gaps in achievement is limited. Staff are not making full use of the information that these contain to shape individual learning plans and to inform and guide planning. This does not meet the learning needs of all children.

Clear and meaningful learning plans are not fully in place for all children, including those with identified additional needs. Parent partnerships to support children's learning needs have yet to be fully established. Children's learning journey records are stored in a box near the door, but not all parents know of their existence. Although planned, parent consultations have yet to take place. The team are aware of the requirement to complete a progress check on all children aged two before they turn three. However, none of these have been completed and some children have now turned three years.

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

Children are cared for in a very warm and welcoming environment. There is a key person system although in its infancy. Nonetheless, children and parents have strong and trusting relationships with all staff. There are effective systems in place for gathering all the necessary information from parents about children's individual needs. Children are helped to settle in through a gradual parent-child separation process. Parents are warmly welcomed into the nursery and this is demonstrated when they pop in to say hello on days when children are not due to attend. Babies sleep very comfortably in snug pods, at times consistent with their home routines. Children move freely around initiating their own play showing a strong sense of belonging. Squabbles rarely arise. Children play beautifully together especially in imaginative games. Staff encourage children to develop and show empathy through play with dolls and soft toys. The well equipped home-corner provides for children to act out their real experiences. Staff use 'please' and 'thank you' when speaking to the children which sets a good example. Staff sensitively helps children to overcome fears, such as of dogs through play and trips to the park.

Staff are secure in their understanding of how children grow and develop physically, and have good ability to recognise delay. Children keep healthy and active through outdoor play experiences in the nursery garden and trips to local parks. Children have fun making footprints in the snow, digging in the garden soil and playing imaginatively in the garden house. Children practice climbing and balancing skills on play park apparatus, but have yet to have the opportunity to take bikes or scooters with them. Children enjoy nutritious and

well-balanced vegetarian meals. They develop interest in vegetables by growing them in the nursery garden. Children show a developing ability to carry out their own risk assessments when they test the impact of standing on a mound of snow with one foot before adding the other. Staff explain dangers to children when they run towards a swing in motion and help children to understand that whilst snow is soft, ice is slippery. Staff teach children how to manage their own personal care such as blowing their nose and disposing of the tissue in the bin.

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

The owners have worked hard to turn the premises into a warm and welcoming environment for children since registration. The environment reflects the setting's 'green policy', which focuses on using sustainable and recyclable resources wherever possible. Improvement plans are heavily focussed on continuing with the development of the environment. For example, blackboards, mirrors and a sandpit are planned for the garden. However, the cooperative style leadership is not fully effective. Although some roles have recently been delegated, there is still confusion regarding roles and responsibilities. The owners are working closely with the local authority early years advisors to drive improvement and an action plan for improvement has been put in place. This includes, for example, formulating care plans with parents and all involved agencies for children with additional needs. However they have yet fully establish their process for carrying out self-evaluation that focuses on all aspects of the provision.

The team are experienced practitioners who have secure knowledge and understanding of child development and of how children learn through play. The quality of their interactions with children during spontaneous play is often very good. However, planning of the educational programme does not focus enough of meeting children's individual needs. Gaps in achievement are not being targeted with enough precision. The progress check for two year olds has not been completed within a timely manner.

Children's welfare is effectively safeguarded by good use of risk assessment and management's combined experience and knowledge of child protection issues. There are suitable procedures in place for keeping children safe on outings. Accidents are minimised on the premises by staffs use of child safety gadgets and their good levels of adult supervision and guidance given to children. The identity of visitors is verified and recorded and temporary staff are vetted by the Criminal Records Bureau. All staff have a valid paediatric first aid qualification.

Parents say that they are delighted by how well children have settled into the nursery and enjoy attending. Parents are impressed with the quality of the environment and quality of the play and learning experiences provided. Parents report that staff communicate well with them on a daily basis about children's wellbeing needs. They particularly enjoy reading the home contact books which inform them of children's developing interests and some 'wow moments'. However, parents are not fully involved in planning for and supporting their children's progress at home. For example . they are not provided with

ideas to further support children's learning in the home.

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	EY451109
Local authority	Lambeth

Inspection number	880934
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	11
Name of provider	Green Shoots Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07775 668196

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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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Piccadilly Gate
Store St
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M1 2WD

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