

Buds Pre-School

Goose Green Community Centre, 62a East Dulwich Road, LONDON, SE22 9AT

| | |
|--------------------------|----------------|
| Inspection date | 19/03/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 management and staff team are motivated, interested and committed to providing good quality care and education for all the children. They do this well and therefore, children make good progress.
- The staff implement a well-established system of individual support that helps children form secure attachments and promotes their well-being and confidence.
- Children's language development is given priority by confident staff, who extend children's vocabularies helping them to build up sentences well. Children learning English as a second language are given effective support so they quickly catch up with their peers.
- Staff provide children with stimulating activities and resources, which they can choose to play with in a variety of ways. This system works well to help children become independent learners.

It is not yet outstanding because

- staff do not provide supportive resources when offering food and snacks to help children express choice and fully develop their understanding of preferred tastes
- staff do not use displays around the play environment to fully encourage and develop children's interest in numbers.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and spoke with the children as they took part in activities in the play environment and in the garden.
- The inspector had discussions with the staff, manager and registered provider.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full Report

Information about the setting

Buds Pre-School is one of two private nurseries run by Buds Day Nursery Limited. It registered in 2012 and operates from a large hall at the Goose Green Community Centre in Dulwich. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am until 1pm, except for Wednesday when it is open until 3.30pm, school term time only. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children in the early years age group on roll. The pre-school employs four members of staff who all hold an appropriate early year's qualifications. The manager and provider are supernumerary and have appropriate qualifications. The pre-school receives funding for the provision of free early education for three and four year olds. Children come from a wide catchment area. The pre-school supports children who learn English as an additional language.

What the setting needs to do to improve further

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

- encourage children's curiosity about food and the snacks they are offered. For example, by providing pictures or objects representing options to support children in making and expressing choices
- display numerals in purposeful ways around the Pre-School environment in order to help children understand the purpose of numbers, through their play; for example, by having a sign showing how many children can play at certain games at one time.

Inspection judgements

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

Staff develop good relationships with children and parents, before they start so that they understands their background and needs. For example, parents are encouraged to gradually settle children, staying with them for as long as necessary. During this time details of children's starting points, individual needs and routines are gathered. This helps to ensure that children settle quickly and that staff meet their specific needs. Staff record observations of children's achievements, identifying their targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress closely. Staff are aware of the requirement to complete progress checks for children aged two. They use associated guidance to ensure they complete them efficiently.

Children access a wide variety of activities that help them make good progress in their learning. This effectively prepares them for their next stage in their development or for school. Staff talk to children as they play, extending their language and communication skills well. They support children's knowledge of numbers when counting with the children throughout the session. For example, when singing number songs children delight as they are encouraged to count their fingers along with the song. Children enjoy, and learn from, themed displays around the hall, such as the current one on 'People who help us'. However, staff do not label displays with numerals to encourage and develop children's interest in numbers. Young children enjoy sharing books with the staff, as well as with parent helpers. They point to pictures of familiar objects with interest. The staff aid communication skills well. For example, children see picture cards to help them understand what is going to happen next. These are especially helpful for children learning English as a second language.

Staff enhance children's interests in the world as they celebrate a range of festivals. For example, they acknowledge Chinese New Year as they make dragons and dress in Chinese outfits. Children develop their physical skills when visiting the garden daily. A range of resources, such as slides, scooters, balancing beams and hoops enable children to practise climbing, balancing and manoeuvring. The staff assess children's development well. They use tracking sheets to identify clearly children's next steps. They share these with parents, involving them in the children's learning. Verbal discussions take place daily and they arrange coffee mornings to ensure communications stay current. This helps parents to continue their child's learning at home and develops stronger links between home and the pre-school.

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

Children are confident, happy and settled in the Pre-School environment. They form secure attachments with the staff who are warm and responsive to their needs. This supports their emotional and physical wellbeing. The staff arrange sessions to a set routine to fit in with children, which helps them feel settled and secure. Daily risk assessments help to ensure that staff remove potential hazards and the environment is suitable. This means children's independence and confidence can grow as they move freely and safely around the pre-school. Children choose from a good variety of age appropriate, safe and suitable play materials, both inside and out. Staff ensure these are easily accessible so that children can select resources for themselves. Children gain an understanding of risks and how to keep themselves safe because staff discuss safety rules for outings. For example they talk about how 'red means stop' and 'green means go'. Children are also included in regular fire drills.

The staff team effectively promotes children's good health and wellbeing. They follow careful procedures when assisting children with their personal care, encouraging independence with toileting and teaching children the importance of washing their hands. This helps to prepare them for school. Staff make use of disposable gloves when necessary, which helps reduce the risk of cross contamination. Children are encouraged, by good example, to cover their mouths when sneezing and how to use a tissue

appropriately. Healthy living is promoted well; the importance of a healthy diet is discussed as they eat lunches together each day. However, staff do not provide supportive resources during snack time, to develop children's learning around the foods they taste. Children are encouraged to play outside every day as part of a healthy lifestyle. The staff ensure children have appropriate boots and water proof coats at hand for wet days. This means children benefit from fresh air and physical exercise daily.

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

The staff team has a good understanding of their duty to protect children. The manager fully understands the required ratios she must maintain and the type of events she must inform Ofsted of should they occur. There is a comprehensive safeguarding policy and stipulated procedures in place, which staff are fully conversant with and implement well. All staff receive safeguarding training, which helps them to promote children's welfare effectively. Robust recruitment and vetting procedures are followed to help ensure adults working with the children are suitable to do so. This ensures that children are cared for by staff that show the required skills and commitment to their care and education. Staff have good opportunities for supervision and annual appraisals with the manager. Training needs are identified and inform the pre-school's plan to ensure that all staff update and expand their knowledge, improving outcomes for children.

Children's achievements are observed, recorded and tracked in accordance with children's ages and stage of development. Children's next steps are incorporated into planned activities, making sure that all children are progressing in their development. The manager works alongside staff, acting as a good role model and observer of practice. Staff are actively encouraged to feedback their views on management decisions. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the Pre-School provision.

The manager and registered provider ensure systems to check the effectiveness of the provision work well through continuous monitoring of practice. Self-evaluation processes are in place to assess how well the provision meets the requirements of the Early Years framework. Staff and parents are encouraged to contribute to the self-evaluation processes. Staff provide their input at team meetings and parents contribute at coffee mornings and through questionnaires and suggestion boxes for parent's views. Plans for improvement are relevant and ongoing. The management team is highly motivated and conscientious with an aspiration for quality care and continuous development.

Staff have developed good partnerships with parents. A rota invites parents to be part of the pre-school regularly, by for example reading stories to the children. They use this system well and helps to develop strong links between home and the pre-school. Regular newsletters and notices on the parent's boards inform them of topics and how they can get involved in their children's learning. Staff exchange information with parents verbally on a daily basis. Parents and carers express positive comments about the pre-school. Particularly about the ability to provide a happy, stimulating and friendly environment for

their children to learn in. The management team describe the importance of sharing information with other providers such as the local link schools, and preschool settings to provide continuity of care and meet children's individual needs well.

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 action. 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 | EY452891 |
| Local authority | Southwark |
| Inspection number | 882718 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 36 |
| Number of children on roll | 21 |
| Name of provider | Buds Day Nursery Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07940150996 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

