

Shalom@Destiny Day Nursery

2 Cottage Green, LONDON, SE5 7ST

Inspection date

25/03/2013

Previous inspection date

21/09/2011

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 arrive at the nursery happy and keen to explore and learn. This is because they feel secure, due to the strong bond between them and the staff team.
- Staff arrange exciting learning experiences to support children's learning. Consequently, children make consistent progress and develop skills for starting school.
- Staff engage with parents, other settings and outside agencies positively to fully support continuity in children's learning and care.
- Staff teach children to understand the needs and feelings of others. Consequently, children behave well and play together confidently.

It is not yet outstanding because

- Children do not have opportunities to self-select a wide range of creative resources to explore and use in a variety of ways
- There is room for further improvement in the systems for staff supervision.

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.

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 observed interactions between staff and children at the nursery and during a walk to a local park.
- The inspector carried out a joint observation with the manager who is the registered provider.
- The inspector looked at children's individual profiles, and a selection of relevant policies and procedures.
- The inspector took account of views of parents spoken to during the inspection.
- The inspector held meetings with the manager and had discussions with staff and children.

Inspector

Linda du Preez

Full Report

Information about the setting

Shalom@Destiny Day Nursery is privately owned and opened in 2007. The nursery operates from two rooms in the annex of a church, which is situated in the Camberwell area in the London Borough of Southwark. There is no outside play area, so children and staff visit local parks within the area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children attend for a variety of sessions, including before and after school provision for children attending local primary schools. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery employs six members of staff, including the manager and the resident cook. Five staff members hold appropriate early years qualifications including the manager, who holds Early Years Professional Status and a degree. There are currently fourteen children in the early years age range and five children under the age of eight years on roll. The nursery currently supports children who are learning English as an additional language and children who have special education needs and/or disabilities. The nursery receives funding for the early education of children age three and four years.

What the setting needs to do to improve further

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

- strengthen systems for monitoring and supporting staff in order to focus sharply on the impact of staffs' practice and the quality of teaching.
- provide a wider range of creative and sensory resources to enable children to select and explore colour and texture and adapt their work where necessary.

Inspection judgements

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

Children make consistent progress in this stimulating and exciting nursery. Staff link closely with parents to obtain detailed information about their child's individual abilities when children first start at the nursery. Staff observe children at play, accurately record their achievements and use this information to plan for the next steps in children's learning. They continue to inform parents about their child's progress and provide weekly suggestions about how they can support their child's learning at home. This focused support successfully promotes continuity in children's learning and helps children to progress towards the early learning goals.

The nursery has participated in the 'Every child a talker' programme, which has resulted in most staff having an excellent approach to supporting children's language and communication skills. They encourage children as they play by joining in and offering lots of praise. For example, when children are playing with dough they pretend to cook and create food, staff ask how it will cook and what type of food they are cooking. Consequently, children describe the variety of foods they are preparing such as 'rice' and 'chicken' and describe different cooking methods such as 'boil' and 'fry'. This demonstrates that the support and enthusiasm from staff helps children to pay attention to detail and share their ideas and thoughts. Children have regular opportunities to develop a love of stories. Staff read to them using puppets, props and soft toys. Children join in and recite songs and rhymes, which further supports their language and communication skills. Staff support children who are learning English as an additional language, they display key words in children's home language, which helps children to realise that their home language is valued as they progress in speaking English. This good practice helps children to catch up in their development and closes gaps in their achievements.

Children benefit from a challenging and generally well-resourced environment. They make choices and help themselves to lots of the toys and equipment. Throughout the nursery, staff display posters with labels and captions, which helps children develop awareness that words carry meaning. Staff plan a range of activities that enable children to develop skills using scissors, paints, pens, glue and fabric materials. However, some activities involve pre-cut shapes, which do not fully support children in expressing their own creative ideas. Children enjoy dressing up in the well-resourced role-play area and demonstrate active imaginations. They bang and shake musical instruments and staff introduce songs and rhymes throughout the daily routine. Consequently children build a repertoire of songs and dances, which effectively enhances their learning.

Staff support children's mathematical development by providing a range of resources and making the most of opportunities to introduce mathematical language. Children explore shape and measure as they play in the sand and fill containers of different sizes and shapes. Staff chat to them as they play and talk about how some buckets are bigger than others, some are full and others are empty. Staff offer further support by making suggestions about the tools children could use to move sand from one container to another. Children pay attention and continue to explore different possibilities, by exploring with a variety of tools to see which work best for the task they set out to achieve. These positive interactions help children to keep trying and persist in what they set out to do, as they develop skills for their future learning. Staff offer a great deal of support when children move on to school. They plan stories and discussions and join children and parents on visits to local primary schools. This support enables children to feel positive and confident about the next stage in their education.

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

Children arrive to a friendly greeting from the enthusiastic staff team. Each child has an allocated member of staff who works closely with parents to help children to settle in. The key persons manage their roles well and get to know the children's individual needs.

Consequently, children feel relaxed and comfortable with the adults who care for them. Staff have a consistent approach to supporting children's emotional wellbeing as they move on to the next age groups. Staff work in partnership with parents and the next key person to arrange the best settling in plan, as a result children soon adapt to the new environment and key person.

Staff support children's physical development by providing daily outdoor experiences when they visit local parks. Children enjoy the daily walk as they exercise and develop their physical skills, running and jumping. Staff make the most of these opportunities to help children to learn to dress themselves into outdoor footwear and clothing. Staff encourage children to try things for themselves and give them the time, space and encouragement to succeed. Consequently, children become confident and develop skills and independence. Staff are particularly skilled at helping children to develop their own sense of safety. For example whilst preparing to visit the local park, staff ask children how they will keep safe and children explain the importance of holding hands and waiting for the green man to change on the pedestrian lights before crossing the road. Subsequently staff and children enjoy an orderly walk and cross the roads safely. When they arrive at the park, staff check the area to ensure that there are no risks or hazards in the play area. They ask children how they can keep warm on such a chilly day and children suggest moving and dancing. Staff agree and praise children as they all laugh and dance together. These positive experiences teach children about exercise, its effect on their bodies and the positive contribution it can make to their health.

Children behave extremely well as staff teach them about understanding the feelings and needs of others. Consequently, when children have disagreements over toys they learn to work things out for themselves. Staff are very positive role models with a caring approach and enthusiasm for their jobs. Consequently, the nursery has a very positive atmosphere, in which children thrive.

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

The registered provider has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements clear policies and procedures to maintain a safe and secure environment and staff are very clear about their roles and responsibilities. This is because they attend regular meetings and access training to keep up to date with changes in regulations and requirements. Staff assess the premises regularly to check that they are completely safe and they know the procedure to follow should they have any concerns about the protection of a child in their care.

Management maintains a good overview of each child's progress and how staff assess their learning. Management also monitors the levels of planning and assessment in each group and makes sure that records are accurate and up-to-date. Consequently, staff plan a good range of learning experiences to help all children to progress towards the early learning goals and to develop the necessary skills for starting school. Management has effective systems for performance management and staff supervision but these do not

fully allow for reflection on the quality of teaching and consistency of practice throughout the nursery.

Staff have a good understanding of the importance of sharing information with other professionals to support continuity in children's care and learning. The nursery team have formed effective partnerships with other early years professionals, such as speech and language support, the local authority Early Years department and local schools. These links enhance the provision for children and support continuity in meeting children's needs.

The staff team are reflective and evaluate the provision well, to identify anything that they could improve on. They hold regular staff meetings and all previous actions and recommendations are clearly addressed. Consequently, the quality of the provision has improved and children benefit from the well-planned, organised nursery environment. Parents complete questionnaires to contribute to the evaluations of the provision and the registered provider phones parents regularly to check whether they are happy with the service. The excellent parent partnerships are a particular strength of the provision. Staff ensure that all parents are extremely well informed about their children's routines, care and learning. Parents comment on how caring the staff team are and how much they value the progress their children make as a result of attending the nursery.

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 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	EY346848
Local authority	Southwark
Inspection number	815303
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	19
Name of provider	Oluyemisi Iyabode Ekagha
Date of previous inspection	21/09/2011
Telephone number	0207 708 3777

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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, 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.

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