

Stembridge Hall Day Nursery

9a Stembridge Road, LONDON, SE20 7UE

Inspection date	21/03/2013
Previous inspection date	10/06/2010

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 are happy and actively involved in learning through play due to the broad variety of activities that staff prepare for them. As a result they are motivated to explore and develop their own interests and creative ideas.
- Children are developing their communication, language and literacy skills well. This is due to the many daily learning opportunities planned by staff, who also use focused assessment to identify when children need additional support to make good progress from their starting points.
- Staff promote independence effectively in children by providing flexible choices and well-targeted challenges to take on responsibilities for their self-care.
- The management team shows a strong commitment to driving improvement and its partnership working with external advisors results in a continuously improving educational programme for all children attending the nursery.

It is not yet outstanding because

- Staff do not take every opportunity to talk to children about mathematics in everyday situations and to encourage the use of mathematical language, in order for children to develop further an understanding of counting, quantity, shape and measurement.
- Opportunities for babies to investigate and explore natural objects to support their growing understanding of the world around them are not fully embraced.

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 children in the three age groups.
- The inspector observed children at play both inside and out.
- The inspector observed children during meal times and sleep time.
- The inspector looked at a sample of documents relating to the recording of children's progress.
- The inspector met with the manager and had discussions with other staff.

Inspector

Denise Aitken

Full Report

Information about the setting

Stembridge Hall Day Nursery was registered in 2007. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It operates from three group rooms set out in a converted hall in the Birkbeck area of the London Borough of Bromley. Children have access to an enclosed outside play area. The nursery opens five days a week all year round, excluding public holidays. Sessions are from 8am to 6pm. The nursery is registered to provide care for 38 children under eight years; of these, 38 may be in the early years age range. The nursery receives funding for free nursery education for children aged two, three and four. There are currently 24 children on roll, all within the early years age range. Children attend for a variety of sessions. There is a staff team of 11, including the manager, seven of whom hold early years qualifications. The nursery receives support from the local authority early years advisor.

What the setting needs to do to improve further

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

- extend opportunities for children to develop mathematical understanding and language throughout the provision, for example by using the daily routine and practical activities to add and subtract numbers, and explore shape, weight and measurement
- extend opportunities for children to develop an understanding of the natural world, for example by providing natural materials for them to explore using their senses.

Inspection judgements

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

Children are happy and motivated to learn through play in this calm and purposeful nursery. Staff plan an interesting learning environment, providing children with equipment and materials to help them develop and gain skills in the seven areas of learning, both indoors and out. However, opportunities for babies to explore natural materials and to learn about the world around them do not receive enough emphasis. Children move around the well-resourced areas in the pre-school rooms, choosing to follow their individual interests. Staff support children at play by getting involved sensitively as and when children show that they want it. In this way children remain active and engaged in their learning, which helps them develop their concentration. In the baby room children move freely and confidently as they choose from the many resources offered on low-level

shelves. Staff encourage their exploration and play through staying close to babies and giving good eye contact. Children in all rooms show that they are developing positive attitudes to learning.

Children's communication, language and literacy skills are promoted well by staff and children show that they are making good progress from their starting points. The many strategies staff use include taking the opportunities in everyday situations to extend children's vocabulary and this has been a positive response to a recommendation made at the previous inspection. However, the effective use of daily opportunities to promote mathematical language is not fully embraced. At tea-time two-year-olds are given challenges to remember the names of objects through gentle prompts, for example 'is it a strawberry or a satsuma?' In the baby room, as babies and toddlers explore play dough, staff provide commentary, such as 'we are rolling, we are pulling!' Likewise, older children are given many daily opportunities to gain an understanding of letters, sounds and words in a playful way. For example, every day a pre-school child is chosen to arrange the seating plan for lunch by setting out name places. Through engaging in this task repeatedly children get to recognise the letter formation of their own name and that of their friends, who they ensure get to sit next to them. In addition staff have labelled all the equipment in the pre-school rooms so that children gain an understanding that print has an important role in everyday life. Older children have focused times with staff to play letter and sound games, and practise writing their name. The reading area is inviting, with a broad range of books promoting diversity and opening children up to the world of stories, rhymes and information. All these activities help children to gain skills that will prepare them for transition into school.

Staff understand the need for children to be physically active throughout the day and make best use of the indoor and small outdoor environment through the seasons. In warmer months children have the opportunity to extend their games and activities outdoors. They also tend the small garden and have many opportunities to gain muscular control through digging and transporting buckets full of sand and water. In colder weather staff take a greater lead in children's play by encouraging them to keep warm and active through cycling and playing physical games such as pretending to be large animals, jogging, hopping and jumping. Inside, staff plan the nursery rooms so that children can move freely from area to area and use their whole body to play on the floor, should they wish to. This enables children to remain physically active even when they are inside. Children gain good hand and finger control in a number of different ways; for example, as they play imaginary games they build their own props with block and bricks. Due to the flexible routine there are opportunities throughout the day for children to use a range of writing and craft materials to draw and make collage pictures on which staff encourage them to write their own names. Babies have plenty of opportunity and space to wriggle, roll, crawl, and walk and there are many toys to encourage them to develop their hand control.

All children benefit from the effective observation, assessment and planning system staff implement because it provides accurate information about children's individual interests and support needs. Children's progress is assessed against good guidance documentation from the Early Years Foundation Stage and plans to further children's progress are made with parents. The manager and her staff also use this system to make the statutory two

year-old progress checks. Staff show that they are competent in assessing children's development, identifying gaps in progress and planning targeted intervention should a child require it.

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

Staff are highly effective in embracing opportunities within the daily routine to promote independence in children. For example, at meal times older children are actively involved in preparing the meal table, serving the food and clearing their plates for the next course. The children are highly proficient at carrying out these tasks because staff support them and have confidence in their abilities. Younger children can be seen developing these same abilities as staff provide targeted challenges for them to pour their own drinks and dish out their vegetables. In this way children learn about healthy eating and what their body needs for growth. Children have an excellent understanding of their self-care needs. For example, they are supported by staff to be aware of their dietary requirements, wash and dry their hands proficiently, clean their teeth after meals and prepare their beds for a cosy nap.

Children benefit from the effective key person system in place. Babies show that they are building a close bond with their key person by the way they stay close to them in the presence of unfamiliar people. The children are able to use their key person as a secure base, giving them confidence and reassurance to explore new toys and materials. As children get older they use their key person to help them develop self-help skills, while at the same time turning to them for those special moments for one-to-one support. Children leaving to go off to school are further supported by their key person who facilitates the next transition through visits and meeting their new teachers.

Health and safety are promoted by all staff. Good hygiene practices are modelled and staff involve children in keeping the nursery rooms free from obstacles and caring for the environment. Staff have a consistent approach to supporting children's positive behaviour and children are friendly towards each other. Children's behaviour is good because staff work well as a team and provide excellent supervision, and children demonstrate that they feel safe by the way they play freely. There is a breadth of play opportunities and a good balance of adult-led and child-led activities which keep children highly engaged and interested in learning.

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

The manager has a thorough understanding of her role and responsibilities to deliver the Early Years Foundation Stage. She includes parents, staff and children in self-evaluation and has worked effectively with external advisors to implement a range of improvements. Plans for the future are well targeted to bring about more monitoring systems to further improve the educational programme.

Arrangements for safeguarding children's well-being are well established and effective. There is a safeguarding policy in place, which staff understand and the designated safeguarding person attends regular updates and training sessions which she uses to train other nursery staff. The manager has effective systems in place to recruit suitable people to work with children, carrying out relevant safety checks and monitoring staff in the early stages of their employment. The manager has made a health and safety risk assessment of the provision and has prepared a list of regular checks for staff to carry out, resulting in good procedures which help to keep children safe. In addition, the manager ensures training in paediatric first aid is given to the majority of staff.

Staff development is monitored well to bring about improvement in their personal effectiveness. For example, staff have a much improved understanding of their roles and responsibilities and work effectively as a team, which is an improvement since the last inspection. This has been as a result of a good induction and probationary period to support new staff and ongoing supervision and annual appraisals to support staff in their development. There are regular staff meetings in which staff discuss teamwork. The majority of staff hold qualifications to level three and above and there is a commitment for all staff to make progress through the qualifications ladder.

The manager has put a planning and assessment system in place as a positive response to recommendations made from the previous inspection. She has since improved the system in place which is highly effective in identifying individual children's progress and identifying gaps in their learning. Alongside the competent work of the nursery's special needs co-ordinator children needing additional support are provided with targeted interventions.

The manager has developed highly effective partnerships which benefit children. Communication systems keep parents up to date both with their child's daily activity and overall development. Equally parents are able to communicate with the nursery staff regularly to ensure that children are given the individual care they need. Partnership with the local authority early years advisor has made a positive improvement to the educational programme overall and staff have benefitted from training, gaining a secure knowledge of the Early Years Foundation Stage. In addition partnerships with local schools result in joint planning for children's smooth transitions.

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	EY348759
Local authority	Bromley
Inspection number	815330
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	24
Name of provider	Daythi Maya Weeratunge
Date of previous inspection	10/06/2010
Telephone number	0208 7769008

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

