

# The Nursery on the Green at Eltham

13 Eltham Green, London, SE9 5LB

<b>Inspection date</b>	25/10/2012
Previous inspection date	25/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children arrive happy and keen to start their day due to the strong bond between them and the staff and the good range of activities that are on offer. All children are making good progress in relation to when they first started.
- Effective measures are in place to monitor the nursery provision and all staff are encouraged to attend further training to enhance their personal development.
- Children's behaviour is well managed by staff. Children are aware of behavioural expectations and respond well to staff instructions and learn to take turns.
- Children's communication skills are promoted well by the staff, through the good use of open-ended questions and the use of descriptive words.

### It is not yet outstanding because

- Routines followed at lunch times sometimes mean that toddlers sit for long periods waiting for meals to be served and they become restless. During lunch children have few opportunities to develop their independence skills.
- The effectiveness of risk assessment is not monitored fully to ensure that all planned safety measures are implemented consistently.

## **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's play and the staff interaction both indoors and outdoors.
- The inspector talked with some staff from each room, parents and held discussions with the manager and owners.
- The inspector examined documents including samples of children's records, development plans, staff suitability records and the nursery's self-evaluation.

## **Inspector**

Rebecca Hurst

## Full Report

### Information about the setting

The Nursery On The Green At Eltham Ltd is a privately owned and managed group. It is located in the Eltham area within the London Borough of Greenwich in South East London. The Nursery registered in 2004 and is based in a large converted house located over four floors with three group rooms, and a large, fully enclosed garden.

The nursery opens five days a week for 48 weeks a year. Opening hours are 8am to 6pm and children attend various sessions. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 54 children aged from three months to end of the early years age range on roll. The nursery is funded to provide free early education to children aged three and four years.

Children come from a wide catchment area. The nursery supports children who are learning English as an additional language and children and who have special educational needs and/or disabilities. A team of 15 staff, including the registered providers work with the children. All staff hold appropriate early years qualifications, including two holding Qualified Teacher Status, one holding Early Years Professional Status, two holding a National Vocational Qualification at level 4 and five holding National Vocational Qualifications at level 3.

### What the setting needs to do to improve further

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

- improve the organisation of routine activities, such as lunch times, by minimising the length of time children have to wait before eating
- monitor the effectiveness of risk assessments and make sure that safety precautions identified to minimise risks are implemented at all times.

## Inspection judgements

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

Children are cared for by enthusiastic staff who use good teaching techniques to help children to progress well in their learning and development. Staff plan using what they know about children's interests and the next steps for their learning. All planning is individual for the children. They carry out regular observations and assess children's progress across the seven areas of learning. Gaps in children's learning are successfully

identified and targeted in future planning. Children are making significant progress from when they first started at the nursery. Before children start staff ask parents what children can do and this is used to assess their starting points. Staff use a broad range of ways to record the developmental achievements children make, such as photographs, written observations and creative art work. These are regularly shared with parents and parents can add to them providing information about children's learning at home. Regular developmental evenings are held so the staff and parents can discuss the progress the children are making.

Children are acquiring skills that will help prepare them for school or the next stage of their learning. They develop their communication and language skills well. Staff make good use of open-ended questions that encourage the children to think about what they are doing. Staff also use descriptive words during play such as over, under, round and small to extend children's vocabulary.

Children in the baby room are keen to explore and investigate, for example, they take a keen interest in spiders' webs. Following on from this the staff introduce an art activity where children create webs using black paper and flour. The children enjoy applying the glue and shaking the flour over it, showing delight in their creations.

Older children enjoy one to one sessions with the staff. They look at different shapes that can be made. Staff make the shapes and the children name them. Children are highly skilled in naming the shapes and enjoy comparing them to the shapes on the walls. Children then take their turn in making the shapes to show the staff. This aids their physical development and enhances their mathematical skills.

Children have fun as they play and engage in the well-planned range of activities. Children giggle as they explore the bubbly water with their bare feet during an activity to wash tricycles. They investigate musical instruments and dance with vigour, exploring sound and movement. They have plenty of opportunities to construct with a good range of materials and enjoy quiet times snuggled up with staff to listen to a story. There is a good balance between adult-led and child-initiated activities.

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

Staff are consistent in their approach to behaviour management. They take time to talk to the children about what they are doing and the importance of being kind to each other. As a result, given the children's ages and stages of development, they behave well. Children share resources well and staff are quick to intervene if small squabbles over toys occur. The deployment of staff allows the children to be supervised well especially when moving between rooms. Staff take their time to explain to the children the importance of holding on to the hand rails and how to walk down stairs safely. This teaches the children how to move around safely.

Healthy and nutritious meals are cooked freshly on the premises. Staff work with the children to teach them about healthy eating. They talk to them about the fruit they have

in their bowls and if they can name them. On occasion the lunch routines in the toddler room are not well considered. The toddlers sit for a long time waiting for their food to arrive. As a result they get restless. Children play in the well-resourced garden that successfully promotes their all-round learning. They enthusiastically explore the sensory garden using their different senses. Children's physical development is fostered well. They have plenty of fresh air and exercise and have opportunities to rest according to their needs during the day.

All children are valued and fully included in the nursery. Children are confident learners and interact well with visitors that come to the nursery. The children have built strong relationships with the staff that care for them. Children feel safe and secure due to the caring nature of the staff. Staff work well with children getting ready to start school to ensure that any anxiety about the transition is reduced.

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

The setting's arrangements for safeguarding are effective and well established. Policies and procedures are regularly checked and updated by the managers. Robust procedures are followed to check the initial and ongoing suitability of staff. The managers place high priorities on protecting the children's welfare. They have clear procedures to follow in the event of any concerns about a child and work professionally with outside agencies to gain any necessary support. Staff have a good understanding of child protection and attend regular first aid training. Overall the nursery is safe and secure. Daily risk assessments take place to check the safety of the environment and safety precautions are identified to minimise risks. However, staff are not always vigilant in ensuring the safety precautions are taken. For example the safety gate across the kitchen doorway to restrict children's access is sometimes left open. The impact of this is not significant because the manager confirms that children are always supervised in the area near the kitchen. It does however highlight a weakness in the monitoring of the effectiveness of risk assessment.

The managers work with the staff and the parents to evaluate the provision. Regular questionnaires are used to gather the views of the parents. Their views are evaluated to identify any aspects for improvement. Managers then inform parents of the findings and plans for future improvement. Staff's views are also used to shape the routine and activities that are on offer. Parents receive weekly newsletters keeping them informed of what is happening within the setting and the menus for the following week. Reading books are sent home daily for them to read with their children, helping to involve them in their children's learning. Good settling in procedures allow the children to build their self esteem and confidence well. Staff work well with the other agencies caring for the children to promote continuity of care. Staff prepare the children well for starting school. They visit the schools with the children to aid their settling in. In discussion with the parents they are very happy with the care that is provided by the staff and the attention to detail with the progress the children are making.

Staff attend regular training courses. Recent courses have included first aid, food hygiene,

tracking children and child protection. Staff use their new found skills well to promote the children's learning and development. Staff have regular supervisions and appraisals which builds on the staff's professional development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY287608
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	916761
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Nursery on the Green (UK) Limited
<b>Date of previous inspection</b>	25/10/2012
<b>Telephone number</b>	0208 850 0122

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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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