

# Goslings Day Nursery

106 Evelina Road, London, SE15 3HL

## Inspection date

27/03/2013

Previous inspection date

03/05/2011

## 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 have formed close relationships with staff. They are secure in the nursery and express their needs and preferred choices independently.
- Children make good progress due to the effective observation and assessment systems. Staff plan well for individual developmental needs by assessing the stage children are at and planning challenging activities to enhance their next steps in learning.
- Parents have opportunities to contribute to their child's learning journals and share progress and achievements their child has made in their home nursery.
- Children play in a stimulating, well-resourced nursery where they are able to select activities for themselves which promotes their decision-making skills and independence well.

### It is not yet outstanding because

- The nursery has not fully explored using photographs of familiar people and favourite activities to encourage discussion and enhance children's language development further.
- Although the nursery has some opportunities for mark making and writing for a purpose, there are limited opportunities for children to enhance these skills during role play and other activities.

## **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 children enjoying a wide range of activities in the indoor and outdoor environments.
- The inspector conducted a tour of the premises including the outdoor area during the inspection.
- The inspector sampled a selection of documentation including accident and medication records, attendance records, child records and policies and procedures.
- The inspector spoke to the manager and members of the staff team during the inspection, discussed how activities support individual learning and how these are altered to offer sufficient challenges to the older and/or more able children.
- The inspector took account the views of parents spoken to on the day of the inspection.

## **Inspector**

Lara Hickson

## Full Report

### Information about the setting

Goslings Day Nursery registered in 2006. It is privately owned and linked to another nursery under the same ownership, based in Lewisham. The nursery is accommodated in a two-storey building, which is part of a row of commercial premises, situated in Nunhead in the London Borough of Southwark. The premises consist of three rooms and an area for outdoor play. The nursery serves families who live or work in the local area.

The nursery is open all year round from 8am to 6pm, Monday to Friday. The nursery is registered on the Early Years Register. There are currently 28 children in the early years age range on roll, including part-time and full-time places. The nursery provides support for children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff who hold a level 3 qualification and the seventh member of staff is currently a level 2 working towards a level 3 qualification. The manager also holds Early Years Professional Status. Four members of staff hold a valid paediatric first aid certificate. The nursery receives support from the local authority.

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

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

- share photographs of children's family, favourite people and pets, for example, make family books that children, parents and family can contribute to, helping children to learn about themselves and each other
- include more opportunities for mark making and writing for a purpose during role play and other activities.

### Inspection judgements

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

The nursery demonstrates a good understanding of how children learn and develop. Children make good progress because of the effective way the staff team uses observation and assessments to plan for children's individual development in line with the early

learning goals. Staff encourage children to choose what they would like to play with from the wide variety of resources and activities available. These are stored at low level in all of the rooms including the baby room which encourages choice and decision-making skills from an early age. Staff are on hand to support children during activities and this enhances their learning as staff introduce different concepts to them. For example, they join children playing on the floor with cars and engage them in meaningful conversation. Staff ask them about the colours of the cars and the children respond and talk about cars their families own and going on trips in them. Other children enjoy shape puzzles and are able to identify some of the shape names. A member of staff supports the children in identifying some new shapes and praises their efforts at naming these. This extends the children's vocabulary and communication skills as new language is introduced and open-ended discussion is encouraged and supported by staff. However, staff do not enhance children's language development, for example by using photographs of familiar people and favourite activities as a basis for discussion. There is a positive and busy atmosphere in both the baby room and in the toddler and preschool rooms. Staff interact well with the children and engage them in play activities, supporting and enhancing their learning.

The staff team knows the children in their care very well. The effective key person system ensures that staff use this knowledge effectively to enhance each child's learning at a level appropriate to their stage of development and their interests. Staff plan well for children's individual developmental needs by assessing the stage children are at and planning challenging activities to promote their interests and next steps in learning. They match observations to the developmental bands in the Development matters in the Early Years Foundation Stage document and cover all areas of learning. Staff record what activities the children really enjoy and activities in which they are reluctant to participate. They use this information to plan activities differently to encourage children's involvement further. For example, to encourage children's speech and language, staff read stories and look at pictures. The nursery manager works with the staff team to review the provision regularly to ensure that they can identify and address any gaps within the provision. The nursery involves parents extremely effectively in their observation and assessment systems. For example, parents are invited to complete observations at home which are used to inform planning in the nursery for their child. The nursery has recently completed some of the required progress checks for children aged two years in full consultation with their parents.

The nursery supports all areas of learning well. Staff develop children's communication and language skills by introducing and repeating new words and asking children simple questions. For example, staff introduce the names of different objects, colours and shapes during construction and puzzle-making activities. The nursery has some opportunities for mark making and writing for a purpose but there are limited opportunities for children to enhance these skills during role play and other activities. Staff extend children's physical skills through daily opportunities to play in the outdoor area, at local parks and on walks in the local community. Staff promote children's personal, social and emotional development well, which means they learn to interact well with each other and learn to share and take turns. Children develop positive self-esteem and confidence as the staff team encourages them to attempt new activities or skills. They praise the children's efforts and achievements enthusiastically. For example, when children serve their own lunch independently for the first time staff are clearly delighted.

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

Children's health and well-being is supported well throughout the nursery. There are suitable hygienic facilities for changing babies and toddlers and staff follow stringent hygiene routines to promote children's good health. Children learn about good hygiene routines as they wash their hands before eating and after using the toilet. Older children are encouraged by staff to develop independent hygiene procedures. For example, staff prompt children to get a tissue to wipe their noses and remind them to dispose of the tissue in a bin and wash their hands thoroughly to wash off any germs. The nursery supports children to develop healthy lifestyles. For example, children enjoy a range of healthy, nutritious meals and snacks in line with their individual dietary requirements and preferences. The nursery has a rolling four week menu following the 'Eat Better, Start Better' approach, which incorporates a balanced multicultural range. At lunchtime, children serve themselves their homemade macaroni cheese and salad and do this very well. Children pass the different food bowls to each other and there is a good atmosphere as children enjoy the social side of their lunchtime.

Children form strong emotional attachments with the staff team whose gentle, caring approach supports them to feel happy and secure in the nursery. Staff meet individual needs well, recognising when children are tired and in need of a rest or a sleep or when they are a little anxious. For example, when they become a little distressed, staff pick them up and quietly reassure them. When children move from the baby room to the toddler room staff arrange transition sessions for them in full consultation with their parents. This supports children to settle into their new group room in a way that meets their individual needs. Staff share information with one another to aid the transition process, for example, sharing children's interests and their stages of development with staff in their new group room. This enables the new group room staff to plan activities that interest them and are in line with the child's stage of development.

Staff support children to learn how to keep themselves safe, providing them with reminders and explanations to develop their understanding of safety. During a construction activity, some children talk about the big horses that were in the road recently and make comments, such as 'if you stand too close the horse will kick you'. Appropriate fire equipment is in place and children practise the fire evacuation procedures regularly so that they are familiar with what to do in an emergency.

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

The arrangements for safeguarding are robust. All safeguarding requirements are met

effectively. Staff are fully aware and consistently implement the Local Safeguarding Children Board procedures. A comprehensive policy is in operation regarding the use of mobile phones in the nursery and all staff, parents and visitors to the nursery are asked to comply with this. This fully enhances children's safety. Staff prioritise children's safety and treat them with respect at all times. The indoor and outdoor environments are safe and secure and the staff team complete regular risk assessments to identify and eliminate hazards in these areas. A health and safety officer completes a full evaluation of all fire practices in consultation with the nursery manager. This fully promotes children's ongoing safety.

Staff demonstrate a very good understanding of the welfare and learning requirements of the Early Years Foundation Stage. The staff work closely together as a team to identify areas for future development as well as introduce new initiatives, which improve outcomes for children. For example, staff in the baby room have put forward an idea for a black and white area to encourage babies' sensory awareness. They are putting together a plan of the resources required and how they will promote this area. All members of staff are fully involved in the evaluation process and provide ideas on how the nursery can improve on its previous inspection outcome. The nursery demonstrates a very positive approach towards reflection and self-evaluation. For example, the manager appreciates the views of other early years professionals such as managers of other local settings and the local early years advisory team. She feels that their unbiased opinions are essential when evaluating the provision and practice.

There are effective procedures for recruitment and vetting of new staff, which ensures all adults working with children are suitable to do so. Induction procedures are thorough and ensure that students are fully aware of the health and safety procedures in operation. A clearly structured appraisal system is in operation. The manager supervises staff on a regular basis to observe their practice and carries out regular appraisals where staff can discuss their personal development and training plans. Staff are encouraged to complete additional training to support their personal development. Recent training completed includes Every Child a Talker (ECAT), safeguarding, paediatric first aid and developing language and literacy.

Documentation is maintained to a good standard and all records required for the safe and efficient management of the nursery are available. A comprehensive range of written policies and procedures are in place and these are regularly updated to reflect changes in legislation and clearly underpin the nursery's practices. The staff engage well with parents and share an effective range of information, which clearly helps to promote children's welfare and learning.

## 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>	EY333991
<b>Local authority</b>	Southwark
<b>Inspection number</b>	909736
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Nkechi Pauline Ejiegbu
<b>Date of previous inspection</b>	03/05/2011
<b>Telephone number</b>	0207 639 5261

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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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