

# Royal Village Nursery

Royal Village Day Nursery, David's House, Alexandra Road, Southend-on-Sea, SS1 1HD

<b>Inspection date</b>	14/03/2013
Previous inspection date	29/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 achieve well and make good progress as the educational programmes provide very appealing and motivating experiences, both indoors and outside.
- Key persons are skilled, sensitive and help children to form secure emotional attachments and feel very confident within the nursery.
- Children are protected from harm as the management and staff understand and effectively meet the safeguarding and welfare requirements.
- Staff effectively support children's communication and language development. They instinctively pose questions pitched at the right level to stimulate thinking and prompt intelligent answers from the children.
- Children are very polite and well behaved. They have a secure understanding of the consistent boundaries and expectations which help to keep them safe and to build strong relationships with others.

### It is not yet outstanding because

- Effective partnership working and information sharing with the other early years settings that children attend, has not been fully embraced to promote continuity in learning and development.
- There is scope to improve the information obtained from parents when their children first join the nursery, to enable the key persons to make more consistent and sharply focussed assessments of every child's progress from their starting points.

## 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 activities in the indoor and outdoor learning environments; this included a joint observation with the acting manager.
- The inspector held discussions with the registered provider, acting manager, staff and children.
- The inspector saw evidence of suitability and qualifications of the staff, risk assessments and other documentation in relation to health and safety checks.
- The inspector viewed a sample of the children's 'learning journey' books.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

Royal Village Nursery is one of three settings in the Southend area owned by Village Day Nurseries Limited. It was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted synagogue in central Southend-on-Sea, Essex. It serves the local and wider areas and is accessible to all children. The nursery operates from three base rooms, a gymnasium and sensory room. There is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, three hold a childcare degree at level 6, 15 hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. There are two members of staff currently attending training courses. The registered provider holds Early Years Professional Status. The nursery also employs a cook and cleaner.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions or out of school care. There are currently 93 children in the early years age range on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- extend the arrangements for partnership working and information sharing with the other early years settings that children attend, in order to fully support children's learning and development
- monitor the consistent implementation of the assessment processes to support individual children's learning and development, this particularly relates to establishing children's starting points with parents on entry to the nursery.

## Inspection judgements

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

Staff have a secure understanding of how to promote the development of young children and as a result, children make good progress in their learning. A variety of methods are used to observe and assess children's achievements. Each child has a 'learning journey'

book, which includes assessments linked to the age-bands from the document 'Development Matters in the Early Years Foundation Stage'. Learning priorities are regularly identified and discussed with parents. The introduction of the progress checks for children when they reach the age of two, enables staff to secure early intervention if they identify that a child is falling behind the expected developmental milestones.

Children benefit from the generally good relationships between the nursery staff and their parents. Staff are welcoming and are always on hand to chat to parents and reassure them of their child's well-being. Information is openly shared and parents are encouraged to be involved in their children's learning by making comments in the 'learning journey' books, joining in charity events or sharing their skills. However, there is room to develop what information is gathered from parents before children attend, to ensure that key persons are consistently informed of all children's starting points. This has the potential to accelerate children's learning and enable the staff to form a more complete and sharply focussed picture of children's development from the start.

The quality of teaching is good and staff have high expectations of all children. Children are motivated to explore, and demonstrate the characteristics of keen learners, both indoors and outside. Staff provide exciting and interesting experiences that are well matched to children's interests and enthusiasms. Resources are accessible and of very good quality. As a result, children show high levels of involvement and they focus on activities for extended periods of time.

A high priority is given to promoting children's communication and language development. The staff constantly pose open-ended questions that encourage the children to think critically, solve problems and give interesting answers. For example, there are animated conversations when children offer their thoughts and ideas about how lights change colour and respond to movement, during activities in the sensory room. The staff caring for babies use picture books to encourage them to recognise and learn the names of different animals and the sounds they make. They develop their vocabulary as they introduce more complex words and as the babies babble in response, staff wait until they have finished. This clearly demonstrates that they value their attempts to communicate and that they are listened to. Children with English as an additional language are closely supported and make good progress. Visual aids, signs and captions are successfully used to help children understand the routines. In addition, the older children in the nursery learn how to greet each other in a different language each week.

Staff skilfully help children to acquire the skills, attitudes and dispositions they need to be ready for school. Children's early writing skills are developing well. They confidently use crayons, chalks and pencils to make marks that begin to resemble early letter formation and many of the older children proudly write their names on their work. Simple rhymes help children learn the sounds of letters and they develop a love of literature at story time and when they take books home to share with their parents. Children have easy access to computers, where they confidently develop their technology skills and adeptly use a mouse to control movements on the screen. They use numbers and recreate patterns in a range of activities throughout the nursery. Children particularly enjoy the welcoming and comfortable personal spaces created specifically for sensory, artistic and imaginative play.

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

An effective key person system is in place and helps children to form secure attachments with the staff who care for them. Babies and the youngest children are cared for in a warm environment by staff who are sensitive and who respond quickly to their needs. Consequently, they are happy and secure and are confident to explore and try out new things. Babies and children settle well into the nursery with the minimum of upset because parents provide initial information about care routines, which are continued in the setting. They also bring items from home, such as comforters, to help children gain confidence and remain happy at all times. Parents report very positively on the transition arrangements that prepare children for their move up to the next age group. Children make regular visits to their new playroom to take part in activities and meet their new key person. As a result, there is a smooth transfer and children quickly adjust to changes in the people caring for them.

Healthy lifestyles are successfully promoted and a wide range of physical apparatus and equipment is available in the gymnasium so that children of all ages develop their coordination and balancing skills. There are also opportunities for children to exercise in the fresh air when they access the outdoor area at allotted times during the day. Staff are vigilant in their supervision of the children and through careful explanations help children to understand about how to keep themselves safe. For example, children are reminded about the safe way to use the physical play equipment and are fully aware of the need to be careful when walking up and down the stairs.

High standards of hygiene are maintained throughout the nursery. Staff hold food hygiene and first aid certificates so they can efficiently prepare meals or deal with children's medical needs. Very good procedures are in place to prevent the spread of germs. Staff wear disposable gloves and aprons when preparing food and adults remove their shoes before entering the areas where babies crawl and play. Children sleeping in cots have their own bedding and effective nappy changing routines are followed. Children have healthy appetites and a nutritious and well-balanced menu is provided every day. Meal times are used well to promote independence skills with children pouring their own drinks or serving their food. Children discuss the food that is good for them and explain that eating too much sugar may harm their teeth. All staff are knowledgeable about allergies, and special dietary requirements are specifically catered for. The staff recognise when children are tired and space is provided in quiet restful areas so that they can sleep peacefully and undisturbed.

Staff are good role models and are deployed well. They provide clear guidance for children about what is acceptable behaviour and due to this, children behave very well and are kind and caring towards one and other. Children benefit from taking part in special activities to link with charity events. For example, children dress up and help organise a cake sale to mark a particular, national fundraising event. These learning experiences help the children to understand how they can support people less fortunate, and also initiates early friendships and cooperation skills as they communicate and work together to raise funds for a worthy cause.

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

The management and staff understand the requirements of the Early Years Foundation Stage and meet these effectively. Children are safeguarded and cared for competently by staff who have been checked through the Disclosure and Barring Service to ensure their suitability. The staff are fully aware of their responsibility in protecting the children. They have completed safeguarding training and know the appropriate action to take if they have any concerns about a child's welfare or well-being. Risk assessments and daily checks also take place to ensure the environment is hazard free and safe. The premises are very secure with controlled entry systems to prevent unauthorised access. Although there has been a recent staff turnover, the nursery is currently managed very capably by the manager of the nearby sister setting. All the regulatory documentation that underpins children's welfare and safety is in place. Written information with details about the children is securely stored and confidentially recorded.

The registered owners and the acting manager are effective in supporting positive improvements. The recommendation from the last inspection has been suitably addressed to offer children more freely chosen activities through outdoor play. There is a well-targeted action plan for the benefit of the children. Monitoring of the staff team has recently strengthened and the management spend time observing practice to highlight any concerns and to recognise special achievements. New staff are given good support during their induction period to ensure their introduction into the nursery goes smoothly and effectively. Regular staff meetings enable staff and management to clearly identify where extra support in relevant areas is needed. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning. The assessment and planning cycle has also recently been reviewed. Staff are beginning to analyse achievements more closely to widen their reflection of children's progress across the seven areas of learning. However, initial assessments are not yet consistently undertaken to enable staff to support children in making rapid development in their learning from their starting points.

The staff build effective partnerships with other early years providers by attending the local cluster meetings, where they explore good practice and share ideas. Staff work with the area special educational needs coordinator to ensure children receive the additional support they require. The nursery also has strong links with the local children's centres and offers support for a number of families who receive funding for early education for two-year-olds. Effective liaison with nearby schools ensures smooth transitions and allows children to confidently enter full-time education. However, any information shared once children start attending the out of school club is not yet efficiently used to enhance continuity in care and learning.

Parents are continually provided with information about the activities through newsletters, displays, daily discussion, communication books and the website. Consultation evenings are arranged to discuss children's progress and parents are encouraged to comment on children's achievements at home. Views and suggestions are also contributed via the parents' forum. All parents and carers spoken with at the inspection, report very positively

about the nursery. They are very appreciative of the friendliness and expertise of the staff team.

### **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

<b>Unique reference number</b>	EY368543
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	905661
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	100
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Village Day Nurseries Ltd
<b>Date of previous inspection</b>	29/09/2011
<b>Telephone number</b>	01702 435435

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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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