

Salcombe Day Nursery

33 The Green, Southgate, London, N14 6EN

Inspection date	22/04/2013
Previous inspection date	14/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Staff have high expectations of all children and clearly demonstrate that children are making good progress towards the early learning goals, given their starting points.
- Safeguarding procedures are fully understood by leaders, managers and staff to ensure children are protected from harm.
- Children have secure relationships with staff and each other and are very happy and confident as a result.
- Staff have secure relationships with parents who have good opportunities to be involved in their child's learning and receive regular updates about their progress.
- Good quality partnerships with external agencies are well established ensuring that appropriate intervention and support is sought for children when necessary.

It is not yet outstanding because

- Non-verbal communication strategies are not utilised fully to support the inclusive practice that supports children from varying backgrounds.

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 spent time observing children's play in all group rooms of the nursery.
- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector examined a sample of documents and records.
- The inspector carried out a joint observation of children in the outdoor play area with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Catherine Greene

Full Report

Information about the setting

Salcombe Day Nursery was registered in 1992. It operates from four base rooms, on three floors in a converted listed building in the London Borough of Enfield. There are three separate secure garden areas for outside play. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. A maximum of 86 children attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks a year. There are currently 121 children in the early years age group on roll. There is funding available for free nursery education for children aged three and four years. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and or disability and those who speak English as an additional language. The nursery employs 32 staff. Of these, 16 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance children's communication by helping them to use a wider variety of strategies, including signing, where appropriate.

Inspection judgements

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

Staff promote a calm and caring atmosphere where children develop positive relationships with them and their friends. Group rooms are organised and activities planned to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Staff have a good understanding of the Early Years Foundation Stage and the seven areas of learning which they put into practice with success. Caring and enthusiastic staff use good teaching techniques and deploy themselves well. Children settle quickly in the calm, friendly atmosphere where they receive close personal support. Among older children, strong friendships develop and they are very able to talk to adults about their feelings. All children enter the nursery happily and many are reluctant to go home. They clearly enjoy learning through play as they move confidently between activities, making choices and interacting with their friends.

Children develop a good range of physical skills, think critically and explore during activities. They benefit from good support and encouragement because staff are all appropriately qualified for their roles. Toys and equipment are easily accessible, enabling children to make choices and develop their independence. The activities provided

encourage children to think and take part; they also helps children to prepare for the next stage in their learning. Displays of children's creative work, photographs and activities, alongside educational posters, create a stimulating and welcoming environment for them to play and learn in. Children benefit from lots of clear play space and enjoy independence and movement

Staff know children well, including those in their key groups. They find out about children's starting points in learning through good partnerships with parents. Parents generally update their written comments about children's interests and learning at home during review meetings with their key person. Staff observe children's progress routinely and assess their achievements accurately. They offer stimulating resources and activities that challenge children's individual ability to help them make further progress. Focused activities effectively help children to further develop specific aspects of their learning. Children delight in showing their learning journals to visitors and older children are able to recall activities that they have particularly enjoyed.

Babies and toddlers enjoy making the sounds of the animals as they look at books and point to the pictures. Children know to take care of books and that toys must be packed away at certain times during the day. Babies listen as staff talk about how the water feels, and the changes in the colours as they squeeze the sponges as they move around the water tray. Babies and older children delight in using the climbing frames, which extend their physical skills well, climbing up the steps and sliding down the slide.

When sharing their weekend news, children speak confidently and extend their conversational skills. Children eagerly join in repeating words in their favourite stories and they enjoy 'reading' books independently and to each other. Pre-school children confidently recognise their own names and names of their friends as they cut out shapes and make flags for St George's day. Most children are communicating their needs and preferences effectively, including children with English as an additional language and children with developing speech and language. Skilled staff support children's language development using words written in children's home language. These words are displayed in the pre-school room at children's level so they can use them in their play and learning. Staff are skilled at adjusting support and input according to each child's age and stage of language acquisition. The language skills of staff in the setting are used well to promote communication, although, this has not been extended fully to include non-verbal strategies, such as sign language.

Children explore their world and learn about their community. They celebrate many religious and cultural festivals and talk about places of worship within the community. They consider the care of pets when looking after the goldfish and there are exciting plans for them to be involved in growing plants and vegetables once the garden renovations are completed. Older children become aware of technology as they use the interactive whiteboard with increasing skill. Children have a vast garden to develop their physical skills in and extend their understanding of the world around them. They find mini beasts, such as worms, and are involved in planting activities. During major renovation work to improve the garden, staff have been very creative and made extra effort to ensure children are able to play physically indoors. At the first opportunity, they have made good use of the first outdoor section completed so that children can enjoy the fresh air and

safely watch the diggers at work in the rest of the garden.

During free play, children gain a good mathematical understanding. They measure, count and make patterns with shapes, for example as they design their own flags. They compare the height of construction towers using bricks in the garden and indoors they build complex models with wooden blocks and train tracks and bridges.

Staff keep parents well informed about their children's activities and key persons share children's development through discussions and planned meetings. They are proactive in helping parents to support their children's development at home. For example, staff complete observations of children's development across areas of learning and suggest ideas about children's play that parents may continue at home. Parents are also very forthcoming about how they are encouraging children's learning at home. They are very appreciative of staff who have made provision to continue activities such as 'word of the week' at nursery. Children make good progress in preparation for their next stages in learning and for their move into full-time education.

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

Children are happy, settled and thoroughly enjoy their time at the setting. A robust key person system means that staff know the children extremely well and this enables secure attachments to be formed. Care practices are excellent and children are developing a strong sense of independence. They confidently help themselves to equipment and interact well with staff and visitors.

Staff use effective strategies such as praising good behaviour to encourage children to behave well and to be helpful. The older children learn to be considerate of the younger ones and include them in their play, for example as they balance on the balancing planks in the garden. Throughout the nursery activities, children play well alongside or together with each other. They receive effective support from staff to understand consistent expectations for behaviour. They know what is expected of them and confidently explain without prompt that 'it was an accident' when one child bumps into another. Children learn to share resources and take turns, for example with construction in the garden. They willingly help to tidy away at changes of routine and understand the importance of being polite. Children display a good awareness of taking responsibility for the safety of themselves and others. They calmly and carefully negotiate the indoor and outdoor spaces so that they do not interrupt others' play. Children also participate in fire drills as staff reinforce children's awareness of hazards.

Children reach for themselves a wide range of good quality, clearly labelled resources and play materials that cover all of the areas of learning. These are stored in many low-level units and containers so that children make their own choices about what they play with and try out new experiences. Children enjoy exploring the indoor and outdoor areas that staff set out attractively with good use of colour, texture and natural materials.

Children enjoy the healthy, cooked lunch and snacks provided. Many of the babies are

able to feed themselves and those who need help are well supported by staff, who sit with them. Babies' needs are discussed with parents and the child's key person and care routines are reviewed regularly as children reach key milestones in their development. The older children help serve and clear away their own plates and cutlery. They enjoy the interaction with their friends and staff as they all eat together. Children are encouraged to be independent at all times and confidently wash their hands, learn to put on their wellington boots and coats and use the tissues provided to wipe their noses. Children's dietary requirements are followed very carefully with different coloured plates for children with severe allergies.

Staff prepare children very well for the transition process which occurs as they progress through the setting. Each baby or young child's individual needs are assessed and the transition process adapted accordingly. Staff ensure that during this process, each child's routine needs continue to be met well which enables children to remain settled and happy at all times. Staff acknowledge each child as they move through the nursery waving to them and greeting them. The children respond really positively and delight in the attention as each one is made to feel very special.

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

The provider and manager demonstrate a good understanding of the responsibility to meet the legal requirements of the Early Years Foundation Stage. The manager and her staff have a secure awareness of safeguarding children procedures and work to detailed policies, including behaviour management, complaints and child protection. Arrangements ensure that staff manage children's behaviour appropriately and that relevant information is promptly shared with parents. Designated staff take responsibility for this area and all staff receive training to ensure that they are well equipped to respond appropriately to children's behaviour if an issue should arise. Through induction and training, staff are familiar with possible signs of children at risk and have procedures to follow if they have concerns. Staff conduct daily safety checks and appropriate ratios of staff supervise children closely at all times to reduce the risk of accidents. Risk assessment, including for outdoor activities and managing the stairs safely, are effective. As a result, staff thoroughly check the areas that children use to keep them safe at all times.

The manager and staff monitor children's progress carefully. They understand the legal requirement to assess children's progress at the age of two years. Parents are notified when their children are ready for the assessment and staff have begun to complete these for all children of that age. Staff gain knowledge of children's starting points when they enter the setting by involving parents in this process. They make observations of each child and use this information alongside photographs and examples of children's work to establish each child's abilities and identify any areas for development. This informs the progress check for two-year-olds and the planning of children's next steps. Children with any particular welfare or learning needs are well supported during this process. The manager effectively supports and monitors the implementation of this system. With the aim that all staff including cover staff are aware of the next steps for individual children.

She fully values and supports individual staff's ability in this area so that all children are sufficiently challenged to make the best possible progress.

Staff demonstrate a good understanding of how to work in partnership with other providers. For children transferring to school, key persons are well prepared to share learning records. Staff link with other professionals such as speech and language therapists and parents who receive encouragement to share their children's learning journals.

The provider uses effective systems for recruitment, staff supervision, ongoing professional development and qualification training, including for first aid. The staff evaluate their practice well. They encourage parents to feedback their views about the nursery verbally and hold regular meetings to discuss how to extend children's learning further. They are proactive in taking account of children's interests when planning activities so that they enjoy what they do. Parents speak with great appreciation for the staff in the nursery. Comments include 'my child does not want to come home some days', and 'I receive excellent feedback about my child'.

The staff value the support of the local authority advisor and committed staff have conscientiously worked to improve their skills and attend training to benefit children's learning. The provider constantly reviews what is working well and identifies areas for additional improvements. The provider, manager and staff have high aspirations for improving the quality of the provision. There is accurate consideration given to prioritising areas for further improvement to enhance children's experiences. For example, major renovations are being completed in the garden to make the best possible use of the vast space and overall improve outdoor play for children.

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	EY286538
Local authority	Enfield
Inspection number	909984
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	121
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	14/10/2010
Telephone number	0208 882 2136

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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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