

Genesis

50 Old Road, Lewisham, London, SE13 5SR

Inspection date	22/04/2013
Previous inspection date	26/01/2011

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		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 making good progress overall with their learning and development.
- Children's enjoy a good balance of child-initiated and adult-led activities as their individual needs are clearly understood by staff.
- The unlimited access between indoor and outdoor environments for older children enables them to choose where they wish to play and encourages their decision-making skills.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet outstanding because

- Although staff are aware of the languages children speak at home, a small amount of resources are available to support children's knowledge and understanding of equality and diversity.
- Resources to support children's understanding of technology are not used to fully support their learning and development.

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 compulsory part 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 staff interaction inside and outside the setting.
- The inspector carried out a joint observation with the room leader from the baby room.
- The inspector talked with staff, manager and deputy manager and the area manager.
- The inspector examined documentation including a sample of children's records, staff suitability and self-evaluation.
- The inspector spoke with parents.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Genesis Day Nursery was registered in 2010 under Bright Horizon Family Solutions Ltd . It is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 59 children on roll in the early years age group. Genesis is one of 203 nurseries run by Bright Horizon Family Solutions Ltd. The nursery operates from a converted church hall with group rooms situated on the ground and first floors. The nursery is located in the Lee area of the London borough of Lewisham. There is suitable disability access and an enclosed outside play area. The nursery is open each week day from 8am to 6pm all year, except for one week for staff training and development and one week at Christmas.

The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language. The nursery employs 19 nursery and domestic staff. Specialist sessional staff attend as part of the programme of activities, offering physical activity, music and French. All staff hold appropriate qualifications for their roles. The nursery is supported by the Bright Horizons senior regional manager area, along with education and safety departments run by the organisation.

What the setting needs to do to improve further

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

- increase resources to enhance children's learning and understanding of diversity and equal opportunities

- look at ways to incorporate resources that support technology learning such as cameras, phones and push button toys.

Inspection judgements

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

Children settle well into the nursery and build secure bonds with the staff. This allows children to progress well with their learning and development. The secure bonds allow children to build on their confidence and separate well from their parents and carers. Children and babies regularly snuggle up to staff for cuddles, reassurance and support. This helps to build children's self-esteem.

Effective planning enables children to progress well with their learning and development. Detailed written assessments are completed by staff, which clearly highlights the next steps of learning. These are used to inform planning. Planning is carried out on an individual basis, which includes children's interests, next steps of learning and information from the parents. Parents regularly share with the staff what children have been doing at home and this is fed into the planning. This allows parents to be a key part of children's learning from the start. The high quality of teaching in all rooms is consistent and allows all children to make good progress across all seven areas of learning.

Activities are fun and enjoyable for the children as they are based on their interests. Staff share detailed progress reports and the required progress checks for children aged two years with parents so they can see the progress they have made. Given the children's starting points they are making good progress and gaining the skills they will need for their future learning.

Children of all ages enjoy books and having stories read to them. Babies snuggle into staff and carry out the actions with them. Staff hold up their hands so children can see the numbers they are counting and use different tones to make the story exciting. Babies excitedly join in dancing. They dance along to all the music and carry out the different movements in time. They clap and cheer at the end and ask for more. This enhances their physical development and speech with singing along.

Although older children have access to some resources to teach them about technology, they are not used fully to support children's learning in this area. Also, younger children have reduced access to resources they would recognise in play that teaches them about technology.

Older children enjoy role-playing. Staff are skilled in using open ended questions to get the children to think about what they are doing. Children take notes for their shopping lists, enhancing their mark making skills. Children talk in detail to staff about what they are cooking and how they will do it. Staff take opportunities to teach children about safety in real life situations by talking to them about safety when cooking. This further enhances their safety and well-being.

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

Children enjoy playing outside and enhancing their physical development. Staff regularly talk to the children about the effect exercise has on their bodies and how to use the resources safely. Children have regular trips to the local parks to explore the areas and to learn about the wider world around them. Children move around the nursery safely and when younger children are using the stairs, staff are right beside them supervising them. This enables them to learn how to use stairs but also to stay safe. The effective use of the safety mascot in the nursery shows children where hazards are and how to prevent them. This further enhances their safety and well-being effectively.

Meal times are social occasions where children enhance their independence skills. Children wash hands with very little support and use their early word recognition to find their name place cards. Children work together to serve their own meals with staff encouraging children to try the vegetables. They also check to make sure the children have enough on their plates so they do not go hungry. Staff sit with the children and talk about what they are having and how vegetables are good for their bodies. This enables children to learn about healthy lifestyles.

All staff are consistent in their approach to behaviour management. They take time to talk to children about the importance of sharing and being kind to each other. Staff talk calmly to the children and distract them from what they are doing. This practice works well with the children. Given the children's ages and stages of development they behave well. Resources are displayed well in the rooms allowing all ages of children to be able to enhance their independence skills through self-selection. Resources are of a good quality. However, there is only a small amount of resources to support children's learning of equality and diversity. As a result, they do not fully support learning in this area.

Staff work well with the parents to settle children into the nursery and work with them when they move rooms. Staff complete detailed transition reports for schools and work with teachers to get children ready for school. This provides continuity of care for the children and prepares them when they start school.

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

The leadership and management of the nursery is strong. They have a clear understanding of the safeguarding and welfare requirements. All staff have a clear understanding of safeguarding and the procedures to follow if they had any concerns. Regular fire drills take place so children are aware of what to do in an event of an emergency. Detailed risk assessments take place with daily safety checks of the building, to make sure all areas are safe for the children to play in.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. The nursery closes for a week each summer for staff to have further training. Staff also attend regular training, through the local authority, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress in their learning.

In discussion with parents, they are happy with the care that is provided to their children and the information that is shared with them. Parents have regular newsletters that keep them informed of what is happening in the nursery. Regular meetings also take place that allow parents to share their views on the nursery. These views inform the self-evaluation. Staff also work well with other agencies caring for the children. They work with them to

carry out exercises with the children and feeds back to the parents how well the children have been getting on. This provides continuity of care for the children.

The provider's self-evaluation process is strong. Staff involve parents by gathering their views on the service they provide. Staff also carry out reflective practice to assess the activities that are on offer. The provider also uses a development plan to set achievable targets to promote the development of the nursery and staff. They evaluate the planning to make sure it meets the learning and development needs of the children that attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY411644
Local authority	Lewisham
Inspection number	913945
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	59
Name of provider	Bright Horizon Family Solutions Ltd
Date of previous inspection	26/01/2011
Telephone number	0208 318 1333

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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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Piccadilly Gate
Store St
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M1 2WD

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