

# Crystal Early Years Centre

Schoolkeepers House, Anerley Road, Anerley, London, SE20 8BD

<b>Inspection date</b>	29/04/2013
Previous inspection date	21/09/2010

<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 enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.

### It is not yet outstanding because

- Staff are inconsistent in supporting children with their independence at mealtimes. Therefore, at times, children do not have opportunities to do things for themselves.
- Organisation during some mealtimes means children wait for long periods, which can result in them becoming restless.

## 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 staff interaction inside and outside the setting.
- The inspector talked with staff and the manager during the inspection.
- The inspector examined documentation including a sample of children's records, developmental plans and self-evaluation.
- The inspector spoke with parents to gather their views.

## Inspector

Rebecca Hurst

## Full Report

### Information about the setting

Crystals Early Years Centre opened in 1996. It is one of three nurseries owned by Crystal Childcare Ltd. The nursery is accommodated in the Old School Keepers House, which has been extended in recent years and is set out over the ground and first floors. Off-street parking is available to the front of the building for dropping off and collecting children. There is an outside play area to the rear of the building. The nursery serves the local area.

The nursery is open from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend on both on a full-time and part-time basis. There are currently 101 children on roll. The nursery is in receipt of funding for children aged two, three and four years.

The nursery employs 24 childcare staff, 17 of whom hold relevant qualifications. The nursery supports children with special educational needs and/or disabilities. The nursery receives support from Bromley local authority Early Years Department.

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

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

- support children's independence skills by allowing them to do more things for themselves at mealtimes
  
- strengthen routines at mealtimes to reduce times children are waiting for food.

### Inspection judgements

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

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their self esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff effectively use nursery rhymes, explanation and praise to help develop children's communication and language skills.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children open ended questions about what is happening in the books. This allows them to think about the answers and older children use descriptive words to describe the story line. This further enhances their language skills.

Planning is effective in progressing the children with their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using the development milestones. These are used successfully to see if children require support with their learning and development. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents so they can see the progress their children have made. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Children enjoy messy activities that are well planned to support children's learning across the seven areas. They enjoy playing with flour, water and shaving foam. They use different utensils to transfer mixture from one bowl to another. Staff talk to the children about how many scoops they are using. They also ask the children to describe what they are making. This enhances both their physical development and mathematic development as they count the numbers of scoops.

Children take part in activities to teach them about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff support children well with new emerging skills such as walking. They make sure floors are kept clear to allow children to practise this new skill.

Older children learn new physical skills when participating in obstacle courses in the garden area. Staff look to see how children can balance and use the tyres to walk over. Activities are adapted well to meet the differing needs of the children participating.

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

Staff work with the parents and children to settle them into the nursery. They familiarise themselves with children's interests and use these to settle children in. Staff help to prepare children well for school. They teach children how to dress and undress and the routines they will have when they start school, which helps to prepare them well for this transition.

Children learn about keeping safe through the staff's effective support. For example, they teach them about tripping hazards, make sure children hold onto hand rails when using the stairs to move between play areas. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

All mealtimes are social occasions where children sit and talk about play and what they have been doing at home, with the staff. For the younger children staff sit with them and support their emerging independence skills. However, in the pre-school rooms staff serve the children's meals and pour their drinks. As a result, at times, children do not have opportunities to develop their independence skills fully. Also, the organisation in some rooms at mealtimes leaves children waiting for long periods while their food cools down. As a result, some children start to get restless. Children have daily opportunities for

exercise in their garden areas, which promotes their physical development well.

Role play in the rooms is strong. Children play well together and share toys. Staff are skilled in using these opportunities to teach the children about healthy lifestyles and to enhance their language skills. They ask the children what they are cooking. They ask the children to describe what they think the different foods would taste like. They talk about food that is good for them and what food should be eaten in moderation.

Staff use resources well to promote all areas of learning. The resources are all stored so that children of any age can freely choose the resources in their room, to further enhance their learning and development. This also helps to promote the children's independence skills. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Detailed risk assessments are in place to enable children to play in a safe learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result children are cared for by suitable staff.

Staff work closely with the parents and they regular share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children, including those with special educational needs.

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. The provider's self-evaluation process is good. Staff involve the parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. They are encouraged to enhance their own development through ongoing further education. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make

sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes 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

<b>Unique reference number</b>	137227
<b>Local authority</b>	Bromley
<b>Inspection number</b>	910015
<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>	59
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Crystal Childcare Limited
<b>Date of previous inspection</b>	21/09/2010
<b>Telephone number</b>	020 8776 9792

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

