

Peckham Rye Day Nursery

24 Waveney Avenue, Peckham Rye, London, SE15 3UE

Inspection date 29/04/2013
Previous inspection date 13/09/2010

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|----------|
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| 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 | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Children are making excellent progress because staff provide activities and outings that are specifically tailored to meet children's individual interests and learning needs.
- Excellent systems of leadership and management ensure all aspects of the nursery are monitored highly effectively. As a result, staff show an outstanding commitment to constantly driving improvement.
- Children have exceptionally good relationships with each other and staff. This enables them to feel confident in their learning environment, freely explore and extend their learning highly effectively.
- Communication is excellent at all levels. This includes partnerships with parents and other agencies, collaborative working between staff and high levels of purposeful interaction between children and staff.

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 all group rooms.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Peckham Rye Day Nursery was registered in 2004. It is owned and managed by the Asquith Court Nurseries Limited group. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery has four play rooms and a large outdoor area.

The nursery is open from 7.30am to 6.30pm, Monday to Friday throughout the year, except bank holidays and the Christmas period. The nursery supports children with special educational needs and/or physical disabilities and children who speak English as an additional language. There are currently 104 children on roll. The nursery is in receipt of nursery education funding for the Early Years Foundation Stage.

There are 28 members of staff, 25 staff work with the children all of whom have a recognised early years qualification. This includes two staff who hold degrees and a further staff member holds Early Years Professional Status.

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 physical development by improving opportunities for older children to use more challenging play equipment.

Inspection judgements

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

Children are making excellent progress in their learning and development. They benefit from an exceptionally well-organised learning environment and a child-led approach to learning. Staff successfully use a thorough cycle of observation, assessment and planning to promote children's individual learning and development. They make thorough and consistent assessments of children's progress from children's starting points when they begin at the nursery, through until they are ready to move on to school. As a result, children's excellent progress is very successfully monitored over time. Parents contribute to their children's assessment records by adding their observations of children's progress at home. Staff then use their assessments and information from parents to accurately identify children's interests and learning needs. They plan activities that are specifically tailored to meet each child's needs. Staff actively share information with parents, such as the progress checks for two-year-olds and regular progress reports for all children.

Children benefit fully from this consolidated approach by staff and parents in supporting all aspects of their learning and development.

Children are supported exceptionally well by staff. Babies freely explore the treasure basket of objects which have different textures and weights. They enjoy using a variety of toys that make sounds when they move them. They are supported well in exploring how things feel as they take part in hand painting activities for example. All children show a keen interest in books. They use books independently and older children take books home from their group room library box. Babies and younger children develop their vocabulary as they enjoy looking at books with staff and name the pictures. Older children enjoy having stories in the den under the tree. During group story times, they show excellent speaking and listening skills. For example, they actively answer questions skilfully asked by staff and take turns to talk about their real life experiences of how to stay safe in the sun. All children are supported exceptionally well in developing their mathematics skills through everyday routines and counting during play. They sing songs and rhymes that involve counting and subtracting and join in the actions with enthusiasm. Older children use the computer independently and follow the matching game. Children benefit from a rich text learning environment with lots of written labels displayed and a broad variety of books, including dual language books and labels. This helps children to learn that writing can be in letters, scripts and symbols.

Children are avid drawers and keenly draw pictures of people, animals and sea-life, showing true representations of the world around them. Older children are confident in recognising and writing their own names. All children thoroughly enjoy being creative. They benefit from a broad range of exciting activities where they confidently use paints, textured materials and boxes to make things. Children's interests are extended effectively, for example, when children talk about tall buildings staff use the interactive board to show pictures of tall buildings around the world. This then enthuses children to build with wooden blocks and create buildings out of boxes. Children also learn about the world as they work with staff planting beans and flowers in pots and in the garden areas and watch them grow. They also go on outings in the local community and take part in interesting activities that reflect a variety of festivals and celebrations. Children are particularly happy, settled and interested to learn. As a result, they are making excellent progress in all areas of learning.

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

Excellent relationships between staff and children help children to feel very safe and secure in their learning environment. Children and babies are exceptionally happy and settled. Babies wake up happily, smiling at their friends and staff. Children freely approach staff during play or if they need support. Older children are very confident and develop their independence as they make choices during play. The key-person system is actively implemented by staff at all times. This ensures children's individual care and learning needs are met highly effectively by familiar adults.

The learning environment is exceptionally well organised. Children benefit from an excellent range of resources, furniture and equipment in all group rooms and the outside play area. This means that children can use resources that promote all areas of learning at all times. Children's creative work and photographs of them taking part in a broad range of activities are displayed, along with a broad range of information for parents and staff.

Staff manage children's behaviour exceptionally well and treat them with respect at all times. Excellent daily routines are established which help children learn clear boundaries and expectations of their behaviour. As a result, all children are very well behaved. Children take responsibility for helping to tidy away toys after use and help with the daily routines, such as setting the table for meal times. Children are very kind to each other; they share and take turns during play. They actively join in with songs, stories and games, showing enjoyment as they fully participate in group activities. Children develop an excellent understanding of safety as they take part in regular evacuation drills. They recognise the sounds of the alarm when tested and clearly know what to do in an emergency. Older children join in daily routines that help prepare them to move on to school, such as lining up, putting on their coats appropriately and taking responsibility for their art work that they want to take home by putting it on their peg, for example. Staff also involve children in projects about going to school so that they know about the school environment and routines, for example, they have packed lunch days for older children so that they can learn about being more responsible for their own meal time. All children benefit fully from a gradual settling-in time when they join the nursery. Children are supported very well as they move to new group rooms within the nursery by having lots of settling-in visits.

Children learn highly effectively about the importance of maintaining healthy lifestyles through frequent activities and outings that promote exercise and physical development. All children enthusiastically use the outside play areas. They show great confidence as they balance on the stepping stones, jump and climb on the apparatus. However, older children have fewer opportunities to use more challenging large climbing equipment. Children have fun as they run around and play games with staff, such as 'What's the time Mr Wolf'. They develop their physical control as they use a broad range of wheeled toys and balls. Children enjoy a healthy diet of meals freshly prepared on the premises. Children's dietary needs are clearly recognisable to everyone as they use a colour-coded place mat system that includes information about children's individual needs. Children enjoy serving their own meals, drinks and fresh fruit at snack times. This enables them to develop healthy eating habits as they make choices of foods that they like to eat. Younger children are supported well in developing their independent feeding skills. Children develop excellent social skills as they enjoy sitting in small groups with staff and talking about the events of the day during mealtimes. Staff maintain very high standards of hygiene during nappy changing and mealtime routines. They work closely with parents to support children in developing their personal independence, such as toileting routines.

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

Excellent systems are in place to help safeguard children and promote their welfare. Staff successfully implement an extensive range of policies and procedures aimed at promoting children's health, safety and well-being. Ongoing staff training and systematic reviews of policies ensure staff are up to date with current practice. As a result, staff have a comprehensive knowledge of what to do if they have any concerns regarding children's welfare and take appropriate action to liaise with safeguarding professionals. Staff maintain accurate records regarding the children in their care and ensure the highly effective use of all required documentation. For example, records of any accidents that occur during play are recorded fully by staff. These records are then reviewed regularly by the manager to assess any similarities or if any action is needed to further promote children's safety. Staff conduct very thorough risk assessments relating to the premises, activities and outings. They also complete daily safety checks which enable them to take prompt action to minimise any hazards. Highly effective monitoring systems are in place to ensure the suitability of all staff who work with children. This includes thorough recruitment and vetting procedures along with thorough supervision and appraisal. Excellent systems are in place to support staff in extending their knowledge of childcare and education. Staff attend in-house training days at the nursery as well as a variety of courses run by the local authority and outside trainers. The organisation's training manager then monitors how staff implement their new knowledge or cascade the information to other staff. This ensures that staff take full responsibility for their personal development and are accountable for further promoting the quality of the nursery.

Excellent partnerships have been established with other agencies. This ensures a consolidated approach to the care of children who have identified special educational needs and/or disabilities. All professionals who work with the children share relevant information on an ongoing basis so that children's care and progress are monitored highly effectively. Excellent partnerships with local schools enable staff to share relevant information before children move on to their next stage of learning. Teachers from a variety of local schools visit the nursery; this helps children to become familiar with them and feel more confident about moving on. Partnerships with parents are exceptional. Staff share full information about all events of the day when children are collected. This includes detailed written records of their care and activities. Parents contribute fully to their children's progress records on an ongoing basis and are offered regular progress reports. Staff invite parents join in 'fun days' throughout the year so that they can spend time in the nursery with their children. The provider seeks parents' views through regular questionnaires and their views and comments are shared with the nursery staff. This enables staff to take action and respond to any suggestions made by parents. During the inspection, parents said that their children are really happy at the nursery as there is always so much for them to do. Parents report that the daily feedback and information about their children's progress from staff is very good. They really like how staff listen to them and work together to promote children's priorities for learning. Many parents say that their children have attended the nursery since they were babies and that they can see that they have made really good progress and they are now ready to move on to school.

Staff show very high regard to continuously driving improvement. They very successfully use excellent methods of evaluation as a tool to continuously promote high quality. They evaluate all aspects of the service and the educational programmes and devise detailed

action plans and set measurable targets for improvement. Highly effective systems are in place to monitor the educational programme, children's progress and staff practice. This consolidated approach ensures that children's individual learning needs are successfully met and their attainment in all areas of learning is outstanding.

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 | EY283916 |
| Local authority | Southwark |
| Inspection number | 909746 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 72 |
| Number of children on roll | 104 |
| Name of provider | Asquith Court Nurseries Limited |
| Date of previous inspection | 13/09/2010 |
| Telephone number | 020 7635 5501 |

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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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