

# Stockwell Nursery

Stockwell Methodist Church, Jeffrey's Road, LONDON, SW4 6QX

<b>Inspection date</b>	10/05/2013
Previous inspection date	07/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Partnership working between parents and staff is well established and there are good levels of communication. This means staff are able to meet children's individual needs effectively.
- Staff are caring, knowledgeable and sensitive to the children's individual needs.
- Children develop secure attachments with their key person and settle quickly in the nursery.
- Staff support children's self-confidence and independence through encouraging and praising their efforts and achievements.
- The nursery is effectively laid out to enable children to develop and learn well.

### It is not yet outstanding because

- Children in the baby room do not have displays of images promoting cultural diversity at their eye level.
- The outdoor area does not have enough resources to extend children's learning.

## 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

- Two inspectors carried out the inspection.
- The inspectors observed activities and spoke to children and staff in all rooms.
- The inspectors completed a joint observation with the manager in the baby room.
- The inspectors sampled a range of documentation relating to the children's progress and development and some policies and procedures relating to children's welfare.
- The inspectors took into account the views of the parents and grandparents spoken to on the day.

## Inspector

Jane Bull

## Full Report

### Information about the setting

Bright Horizons Stockwell Nursery was registered in 2006. It operates from Stockwell Methodist Church, situated in Stockwell, which is located in the London borough of Lambeth. The nursery is accessed via a side entrance. The nursery has sole use of the premises and the children access four group rooms and have use of an enclosed outdoor area. The nursery is open daily from 8am until 6pm throughout the year, closing only for bank holidays and Christmas. There are currently 58 children attending who are in the early years age range. The nursery supports children with special educational needs and/or disabilities, including those who learn or speak English as an additional language. The nursery receives funding for the provision of free education for children aged two-, three- and four-years.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 14 full-time and two part-time members of staff, of which 11 have a relevant childcare qualification. The nursery receives support from the local authority.

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

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

- develop displays at the babies' level to promote cultural diversity in the baby rooms
  
- introduce more resources to the outdoor area to extend children's learning and development, such as clip boards and cameras.

### Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and how children learn. The educational programme provided for children encourages them to access all areas of learning very well. Staff make weekly observations and use these to plan activities that follow children's individual interests to help them to progress. As a result the children are keen to learn and making good progress towards the early learning goals. Staff carry out the two year progress checks on relevant children that are shared with parents and health professionals. Staff effectively use learning journeys to record each child's development and track their progress. Staff accurately identify gaps in children's learning and plan effectively to support these. From their starting points, all children, including those with

special educational needs and/or disabilities, go on to make good progress. This helps them to be ready for the next stage in their learning.

Staff work well with parents to make sure children learning English as an additional language have their language development promoted. Parents are encouraged to share information about home languages and key words when the children start at the nursery. This means staff are able to help children settle and have their needs understood. Children are given opportunities to see writing in different language scripts through the posters and labels in the nursery. This helps children learn to value differences. Staff skilfully help children to solve problems for themselves. For example, staff ask open-ended questions when older children try to use a large spade to put soil into a narrow necked container. Staff give them extra support if necessary and praise their efforts when they find a container with a wider opening. This gives the children the self-confidence and motivation to continue. Staff provide children with the opportunities to use mathematics in practical situations. When playing with the soil, staff model language such as 'empty' and 'full'. Children also help staff to count plates at mealtimes and make links between numbers and objects. Children learn about the natural world through a range of practical activities. For example, they find snails in the garden and put them into containers with magnifying lids and look at them closely. Babies reach and choose a wide range of materials in low level treasure baskets. As a result they are keen to explore their surroundings. This supports their all-round physical development. However, babies are not being shown displays that positive images of cultural diversity at their eye level to help develop their early understanding of similarities and differences between themselves and others.

Parents comment that they are happy with how well the nursery keeps them informed and involved in their children's learning. Each child has an 'All about me' record in their learning journey. The parents complete this when their child starts at the nursery to help staff plan for the individual needs of the children. Staff actively involve parents in children's ongoing learning and development, which offers consistency between the nursery and home. The nursery has regular reviews with the parents and a daily diary is used for the babies and toddlers. Parents are encouraged to share information about their child in the diary. Staff speak to parents in the morning and when they collect their child to tell them about their day. Parents are very pleased with the way the nursery works in partnership with them to help children with special educational needs and/or disabilities.

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

The key person system is efficient and helps the children feel settled and secure. Parents confirm that children form strong bonds with their key person who knows how to support them. There is a warm, welcoming atmosphere throughout the nursery. Children are helped to be independent and praised for their efforts, which develops their self-esteem. For example, older children are encouraged to pour their own drinks, serve themselves and clear away their dirty plates at mealtimes. Staff act as positive role models to children and they manage children's behaviour in an appropriate manner. Staff treat children with respect and encourage them to share and take turns. This helps children to learn to be kind to each other and develop their behavioural skills.

The effective use of the indoor area means that the children have access to a wide range of learning opportunities. For example, large construction materials, pre-writing and drawing activities, messy play, looking at books and role play. The stimulating environment has challenging activities, which support children's all round development. Children take part in physical activities such as climbing and sliding. This means that they have the opportunity to learn about taking risks in a safe environment. Children's work is displayed which gives them pride in their achievements. However, the outdoor area is not fully used to support children's development and there are fewer resources to extend children's learning. For example, when children investigate mini beasts indoors, there are limited resources for them to extend their learning outdoors, such as using cameras to take photographs, clipboards to draw what they find or reference books to gain more information.

Children are provided with good opportunities to learn about a healthy lifestyle. They regularly go outside to play into the enclosed garden. Children have the opportunity to practise their climbing and balancing skills using the tyres and large blocks. Children enjoy having fresh fruit during snack time and drinking water is available throughout the day. The chef makes a good variety of freshly prepared meals for the children and follows their dietary needs well. Children learn about healthy eating from the cookery club and planting vegetables in the garden. Staff use the toy fruit and vegetables in the role play area to discuss what is good for their bodies and help children to have a healthy attitude to food. Staff communicate closely with parents to ensure children's personal needs such as nappy changing and sleep times are followed. Children who use the toilet are sensitively supported by staff. Staff check sleeping children regularly to ensure they remain safe and well. Staff understand and follow safeguarding procedures and use risk assessments to identify potential hazards.

The settling-in procedure for new children is carefully planned for each child by staff and parents. This helps to minimise children being unsettled when they start at the nursery. Staff ensure that children are suitably supported in their moves from room to room. Key persons share information about their key children and there is a gradual settling-in period. Children with special educational needs and/or disabilities are given additional support. Children are carefully prepared for their move on to school by their key person. They are encouraged to bring in packed lunches and are helped to write their own names to help ease the move to school.

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

The management now have a thorough evaluation of the overall provision and have an action plan for past and ongoing improvement. The recommendations identified at the last inspection have now been implemented. Risk assessments are completed for all outings, and regularly reviewed to promote children's safety further. Systems for planning and assessment are now comprehensively in place so that children's next steps for learning are identified and planned for. Therefore, children make good progress in their learning. Staff

have attended training on the Early Years Foundation Stage. Room leaders support staff with planning and lead weekly planning meetings. The nursery now has a good variety of toys that promote diversity, such as dual language books, dolls, small world toys and role play costumes. All these improvements have had a positive impact on children's learning and development. Leaders have a good knowledge of safeguarding procedures and the nursery has robust policies in place. Staff understand how to protect and safeguard children and attend regular safeguarding training. The management makes good use of self-evaluation to identify areas for driving continuous improvement. This means that the action plans are focused and there is a clear vision of how to move the nursery forward and improve practice. For example, the management is introducing a parents' forum to ensure the views of the parents are reflected in the nursery's practice.

Management has a clear understanding of the requirements of the Early Years Foundation Stage. Staff are observed and supervised regularly and there are monthly staff meetings. This helps the management monitor the effectiveness of the educational programme. Staff are deployed effectively and this means that adult to child ratios are met throughout the day. Parents of children with special educational needs and/or disabilities comment that their children have made considerable progress since they started at the nursery.

Staff recruitment and induction procedures are rigorous, which help ensure that suitable staff are employed to look after children. Staff performance is managed through the use of regular appraisals, training and team meetings. The nursery has training days when the staff are trained on a particular aspect of their practice, such as safeguarding. Responsibilities such as for special educational needs, behaviour management and health and safety are designated to the most appropriate person. This helps promote consistent practice throughout the nursery.

Staff have a positive attitude to working in partnership with parents and other professionals to support children's developmental needs. Staff are skilled at identifying when children need more help and work closely with a wide range of external agencies. Staff communicate verbally with parents on a daily basis and through diaries and newsletters. This means parents are regularly informed about their children's progress and are actively involved in their children's learning and development. Children make good progress as a result of these well-developed partnerships.

### **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>	EY348914
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	844107
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	07/04/2009
<b>Telephone number</b>	0207 7388606

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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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