

# Elizabeth Hammond Day Nursery

St Alban's Church Hall, 1 Whitehorse Lane, London, SE25 6RD

## Inspection date

Previous inspection date

09/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Staff provide a good range of activities and outings that promote all areas of learning. Children enjoy the activities as they are well organised. As a result, children are motivated and keen to learn.
- Effective partnerships with parents ensure they are fully involved in the life of the nursery.
- Staff support all aspects of children's learning well. They are calm and provide lots of encouragement during play.
- Children are making very good progress in their personal, social and emotional skills. This means they are becoming independent and confident learners, which will support them as they move on to their next stage of learning.

### It is not yet outstanding because

- Children have fewer opportunities to engage in more rigorous activities that promote their physical skills.
- Younger children and their key persons are not provided with a range of comfortable seating where they can sit together.

## 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 activities throughout the nursery and outside play area.
- The inspector had discussions with 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

Elizabeth Hammond Day Nursery has been established since 2004 and re-registered in 2012 due to a change of ownership to County Facilities Management Limited. It operates from a community hall in church premises. Children have access to an enclosed outdoor play area. The nursery is in the Thornton Heath area of the London Borough of Croydon and serves the local community. It is open each weekday from 7am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 21 children on roll in the early years age group who attend for a variety of sessions. A total of 12 staff work with the children, eight of whom hold relevant qualifications.

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

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

- review the provision of planned, purposeful play to promote children's progress in physical development by improving opportunities for regular vigorous activity.
- extend the range of comfortable seating such as a sofa or cushions for babies and their key person to be together.

## Inspection judgements

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

Children are making good progress in all areas of learning. Staff provide a broad range of activities and outings that support children's learning needs well. They use consistent methods of assessment to monitor children's individual progress. Staff make observations of children during play and identify children's learning needs and interests. They then plan activities to promote children's learning needs and keep track of their progress. Parents keep well informed about their children's progress through regular meetings with staff and through written reports. This enables parents to share information about children's learning at home to promote consistency of care.

Children are happy and settled. They move freely and make choices from the toys and resources that reflect all areas of learning. Older children become engrossed in role play. For example, they re-enact real life experiences of going to the doctors with staff and enjoy using real bandages and stethoscopes. They learn how writing can be used for a variety of purposes and they practise their early writing skills on blank forms and

prescriptions. In addition, they fully enhance their language skills as they talk about their experiences together. Children enjoy group activities as they sing familiar action songs and traditional songs in other languages with enthusiasm. They listen well at story time and staff support their literacy skills well as they concentrate on a book of the week. In addition, staff provide well planned activities, relating to the story. For example, they look at the story props and real fruits with the children and discuss which ones they like, how they smell, how they are used and compare the differences in weight. This small group activity helps children to explore objects using their senses and express their thoughts effectively. Children develop their mathematics skills during everyday routines and sing songs that include counting or subtracting. They develop their awareness of technology as they use the computer with staff and show confidence as they take turns to use the mouse.

Staff enhance children's awareness of cultures and beliefs through planned activities relating to a variety of festivals. Parents also attend these special events, helping children to learn about everyone in the community. Children use a variety of wheeled toys and small play equipment which enables them to develop their physical control. They join in team games and music and movement sessions indoors which promote their physical skills. However, they have fewer opportunities to use larger play equipment or engage in activities which promote rigorous exercise and their physical development on a regular basis. Babies have plenty of clear play space in which to crawl and practise their walking skills. They enjoy exploring the variety of objects in the treasure baskets. This helps them to learn about different texture, sizes and weights. Younger children also have fun and use all of their senses while playing with jelly. They enjoy looking at books with staff and develop their vocabulary as staff point to pictures in books and on the posters around them. Children enjoy creative activities such as painting, drawing and modelling with recycled materials. They learn about nature as they grow plants in the outside play area and look after their tank of fish. Children are making good progress as they are keen and interested to learn.

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

Children have good relationships with each other and staff. Older children freely visit their younger siblings in the baby area promoting a family atmosphere and strong bonds. Younger children happily snuggle in for cuddles and bottle feeds. However, the benefits of comfortable seating for babies and their key persons to sit together have not been fully considered. Children enjoy relaxed mealtimes where they sit with staff and they all eat together. This promotes a family atmosphere and supports children in developing healthy eating habits. Children eat a balanced diet of meals freshly cooked on the premises. They enjoy healthy snacks of fresh fruit and crackers. Children's self-care skills are successfully enhanced as they serve their own foods, pour their own drinks and spread the butter on their crackers. This enables them to develop their independence as they choose the foods and amount that they like to eat. Children have frequent opportunities to experience fresh air during outdoor play. They benefit from visits to the local park where they can run around in the open space. Children are well behaved. They take responsibility for being the nominated helper and set the tables for lunch. They match the cutlery to the

tablemats, developing their mathematics skills. Children show a good awareness of the daily routines and follow them well. They sit and listen well during group times and help to tidy away toys after use. This means that they are well prepared to move on to their next stage of learning at school. Children learn about safety during outings in the local community and while participating in regular fire drills. They show regard to the expectations for their behaviour, such as lining up to walk safely to the bathroom together. Overall, staff effectively promote children's well-being, enabling them to feel safe and secure in their learning environment.

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

Effective systems are in place to help safeguard children and promote their welfare. Staff have completed safeguarding training so that they know what to do if any safeguarding issues arise. Staff keep accurate records relating to the children in their care. They implement a full range of policies and procedures aimed at promoting children's health, safety and wellbeing. They show high regard to promoting children's safety at all times. They constantly supervise children and ensure the premises and equipment are safe by undertaking regular risk assessments and safety checks.

Staff participate in induction programmes and on-going systems of appraisal. This helps to ensure they are up to date with current policies and procedures and it helps to identify areas for their professional development. Appropriate checks are also completed to ensure the suitability of staff to work with children. Good partnerships have been established with the local authority who offers support and training for the nursery staff. In addition, a few children attend other childcare settings and staff have established good partnerships so that information is shared effectively.

Involvement of parents is strong. They attend regular meetings with their children's key person to discuss their progress and learning at home. Parents keep well informed about the events of the day through feedback from staff and daily record sheets. They complete questionnaires which enable them to give their views regarding the quality of the nursery. Parents report that the nursery is welcoming and that the staff are friendly and caring. Parents say that are very happy about the progress their children are making in all areas of their learning and development. Parents also receive regular newsletters and join in activities and outings. For example, they participate in activities relating to festivals and a graduation ceremony with the local mayor before their children leave to go on to school. This means the nursery successfully promotes children's achievements and enhances their sense of community.

Staff show a strong commitment to driving improvement. They clearly identify areas of the provision that they plan to improve and are aware of their strengths. Staff work well together and provide a stimulating learning environment. They show high regard to linking adult-led activities to many of the areas of learning. For example, reading a familiar story, using the props and real fruits and then tasting the fruits at lunchtime. This attention to detail helps to ensure staff successfully extend children's learning. The learning

environment is well organised with lots of written words and pictures that stimulate children's interests. Children are purposefully engaged in play and as a result, they are making good progress in their learning and development.

### **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
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>	EY454563
<b>Local authority</b>	Croydon
<b>Inspection number</b>	891723
<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>	31
<b>Number of children on roll</b>	21
<b>Name of provider</b>	County Facilities Management Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 916 1184

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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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