

Lavender Children's Centre

Lavendar Park Pavilion, Lavender Avenue, MITCHAM, Surrey, CR4 3HL

Inspection date	04/06/2013
Previous inspection date	30/01/2012

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 flourish in the well-organised, welcoming and inclusive environment. They have very good relationships with staff and show high levels of confidence and independence.
- Partnerships with parents and other professionals are excellent and significantly contribute to children's wellbeing at the setting.
- Children take part in an extensive range of activities and experiences that interest and challenge them. They make rapid progress in their learning in relation to their age, starting points and capabilities.
- The management team are extremely committed to developing and improving the provision. They monitor their practice very closely and take highly effective steps to ensure outcomes for children are excellent.

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 taking part activities indoors and outside.
- Discussions were held with the manager and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector completed a joint observation of an activity with the manager.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Lavender Children's Centre nursery at Lavender Park Pavilion was registered in 2011. It is part of a children's centre spread over two sites in Mitcham and is operated by the London Borough of Merton. Children have access to a playroom and an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It currently offers sessions for children aged two years old only and receives funding for the provision of free early education to children aged two. Sessions run from 9am until 12pm and 12.45pm to 3.45pm each weekday during term time only. There are currently 25 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are five members of staff who work at the setting. The manager has a relevant degree and is working towards Early Years Professional Status. One staff member has an Early Years Foundation degree and all other staff hold relevant qualifications at level 3.

What the setting needs to do to improve further

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

- consider creating more cosy enclosed indoor spaces to support children's personal, social and emotional development further.

Inspection judgements

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

Staff have an excellent understanding of how to support children's learning through play. They plan and provide a rich and varied curriculum that helps children make very good progress in all areas of their development. Staff make sure that they have detailed information about each child's background and needs, so that they can provide high quality individual care. They make home visits before children start and ask parents to fill in comprehensive 'all about me' forms. Staff make regular and precise assessments of children's achievements and use this information exceptionally well to plan activities based on children's needs. They work extremely closely with parents. For instance, they involve parents in reviews of children's development before they write progress reports so that their views are included. Staff offer suggestions and provide resources so that parents can continue to support their child's development at home, such as communication cards. This

approach is highly successful in involving parents in their child's learning and promotes a consistent approach between nursery and home. As a result, children make rapid progress from their starting points.

Children learn a wealth of skills and attitudes that help prepare them very well for the next stage of learning or for school. They are enthusiastic and keen to take part in activities. They benefit from excellent opportunities to initiate their own play and grow in independence. Staff support children's language and communication very skilfully through small group activities and using visual prompts during everyday routines. Consequently, children make particularly good progress in this area. Staff successfully engage children's interest in books by using props and puppets during story time. They use words and phrases from children's home language, as needed, to ensure that all children are included and can take part. Children have fun playing with their friends in the den in the garden. Staff are still developing a cosy enclosed space indoors for children to relax and chat and develop their personal, social and emotional skills as they build relationships and communicate with others.

Staff help children learn about number through active, hands-on experiences such as measuring out ingredients to make play dough or cutting their apple into four pieces. Staff plan excellent opportunities for children to investigate the world around them. They plant their own sunflower seeds and care for them as they grow, taking photographs to record their progress. They dig and explore in the soil, search for mini-beasts in the long grass and watch with fascination as caterpillars become butterflies. Staff effectively extend children's skills in using everyday technology when children take their own photographs, use torches in the dark and examine things closely with a magnifying glass. Children use their imaginations as they play in the home corner, bringing over some sand to use as food in the saucepans as they cook tea. They mould shapes with glittery play dough and help themselves to materials from the craft trays to draw, write or create. Overall, children are developing excellent skills in preparation for their future learning.

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

Children have excellent relationships with staff and each other. Staff greet them warmly as they arrive and are highly sensitive to their individual needs. They support new children very effectively, allowing them to settle and gain confidence at their own pace. Children benefit from the small size of the nursery and the welcoming environment. This supports children's physical and emotional wellbeing extremely well. Staff are warm, calm and patient in their approach. They provide consistent guidance for all children and make sure they are familiar with expectations. This helps children learn to behave well. Children learn to take turns by waiting for the sand-timer to finish and remember to be kind to their friends.

Staff create a well-organised, interesting environment and make sure that children can easily select an excellent variety of resources and play materials. Staff complete daily risk assessments on all areas of the classroom and garden to make sure they are safe for children to play in. As a result, children move safely around all areas of the nursery and

show very high levels of confidence and independence. They carefully pour their own water from a jug, cut up their fruit at snack time and get out any toys they want to play with. They develop an excellent understanding of risks and how to keep themselves safe. They demonstrate how to use the scissors carefully and put them away safely and remember not to run inside. They take part in regular fire drills so everyone knows what to do in an emergency.

Staff support children's understanding of healthy practices very effectively. Children begin to manage their own personal needs when they wash their hands before snack or get a tissue to blow their nose. They choose from a very good variety of healthy options at snack time, helping themselves to fruit, crackers and cheese. Staff promote healthy eating by inviting parents to come in and make breakfast smoothies with their child. Children learn about food that is good for them when they grow tomatoes in the garden and eat them for their snack. Children play outside every day in all weathers, enjoying free flow access to activities in the garden. They have fun practising their existing physical skills and gaining new ones. They laugh with delight as they find a new way to slither down the slide and pedal bikes confidently around obstacles.

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

Highly effective arrangements are in place to safeguard children's welfare. Staff have a thorough understanding of their responsibilities towards the children in their care and the need to provide a safe environment. Robust recruitment procedures ensure children are cared for by appropriately vetted and well qualified staff who are suitable to work with them. A comprehensive process for induction means that policies and procedures work very well in practice. All staff complete child protection training and know what steps to take if they have concerns about a child. All required documentation that supports the smooth day-to-day running of the setting is well organised and comprehensive. Staff work very well together. They share tasks and responsibilities effectively throughout the day, such as supervising the snack bar or planning an activity. Staff performance is closely monitored through a well-planned system of supervision and appraisals. They have very good opportunities to develop their skills by attending local courses. As a result, the staff group is well trained and supported very effectively. Staff ratios are very good at the nursery. This ensures that children are well supervised and receive a high level of individual support.

Staff show an excellent understanding of the learning and development requirements. Their extremely close monitoring of children's progress helps them successfully identify any gaps or differences in learning between groups of children. As a result, they have successfully developed and extended their support for children with additional needs. They plan and adapt activities very effectively according to individual learning style as well as needs. For instance, if children prefer to learn outdoors or benefit from a calm, neutral play space rather than a bright and stimulating environment. The management team constantly reflect on their practice and rigorously review the provision to evaluate what they can do better. They take very effective steps to develop the setting, such as

developing the range of outdoor activities so that children now enjoy exciting opportunities across all areas of learning in the garden.

Staff have very good relationships with parents and keep them extremely well informed. They talk to them every day to gather information from home as they arrive, and provide verbal feedback at the end of the session. Parents have access to a wealth of information through a handbook, the notice board and newsletters. Parents comment that they are very happy with the care provided and praise the friendly, approachable staff team. They feel that staff are extremely receptive to their child's individual needs. Partnerships with other professionals involved in children's learning or care are exemplary. Staff have excellent relationships with other relevant agencies and organisations and work with them very effectively to ensure children benefit from a consistent approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY432714
Local authority	Merton
Inspection number	917767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	25
Number of children on roll	25
Name of provider	London Borough of Merton
Date of previous inspection	30/01/2012
Telephone number	02082745866

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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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