

# Elmwood Nursery

Carshalton College, Nightingale Road, CARSHALTON, Surrey, SM5 2EJ

<b>Inspection date</b>	16/07/2013
Previous inspection date	04/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 children with good role models as they show interest in what they say and do and give them time to express themselves.
- Staff successfully promote children's learning by providing activities and resources related to their interests.
- Staff extend activities and make them challenging by asking useful questions that encourage children to say what they know and understand.
- Staff provide good opportunities for children to develop self-help skills.

### It is not yet outstanding because

- Staff do not fully organise meals and snacks according to children's needs, which sometimes means they interrupt play or provide food for children who may not be particularly hungry.
- Staff do not extend children's growing awareness of diversity through the provision of a wide range of resources in the baby room that reflect positive images.

## 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 the indoor and outdoor play area.
- The inspector completed a joint observation with the manager of the provision in the older children's group room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parent's views spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

Elmwood Nursery registered in 2008. It operates from Carshalton College of Further Education in the London Borough of Sutton in purpose built premises. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are 50 children aged from three months to the end of the early years age group on roll. The provision supports children with special educational needs and/or disabilities. Places are offered to the local community and to staff and students who work within and attend the college. The nursery employs eight members of staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority. The setting is in receipt of funding for the provision of free early education to children aged three and four years.

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

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

- review and improve the organisation of meal and snack times so they do not disrupt children's play and allow children to choose to eat at snack time if they are hungry
  
- increase the range of resources in the baby room to further promote babies' awareness of the differences between people in society.

### Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements, which they use to help children make good progress. They observe children during their play and complete very personalised summaries of children's development, which are shared with parents every six months. Parent's comments show they are very happy with their children's care and development and the agreed plans that are made to help children move on in their learning. Staff talk to parents every day and give them general feedback about the day and children's new achievements. Parents are fully involved in children's learning. Staff encourage them to make a note of children's achievements at home and welcome photographs of children to inform their assessments. In addition, children have books they take home with samples of their 'writing' so they can practice new skills. Consequently, there is unified approach that helps children to be well prepared for starting school. Staff extend children's learning by planning activities related

to children's interests. For example, when children show an interest in scarecrows and transport. Children's current interest in holidays is embraced as staff provide a pretend beach for them to play with that includes sand, glitter, water, shells and plastic sea creatures. They make related resources available, such as inflatable balls, buckets and spades, swimming goggles, arm bands and rubber rings, which children use for role play. Children show confidence as they talk during large group activities. For example, they are keen to share information about their new haircuts and spotty shoes. Staff extend children's vocabulary as they join in children's play and talk aloud. For example, when playing with the sand and using spades to bury objects, children copy what staff say. Some children have enquiring minds as they often ask 'what's that?' and 'who's that?'

Younger children show good control of their movements and balancing skills, as they independently use see saws, small climbing apparatus and wheeled toys. Staff are observant of the physical challenges children create for themselves. They stay close by when children experiment and test their own abilities. For example, when toddlers choose to stand up as they use rockers. Consequently, children are provided with challenge within safe limits. Children negotiate space successfully as they use climbing apparatus independently. They show enthusiasm as the manager takes older children into the lobby area to read stories. They concentrate well, join in with actions and laugh with enjoyment as staff act out parts of the story in an animated way. They particularly enjoy looking at books as they listen well to story CDs and are beginning to sound out letters of the alphabet. Children can recognise their name on cards as they sit down for mealtimes and enjoy making marks as they use paint.

Staff initiate opportunities for children to count in numerical order during large group activities and to recognise numbers which they write on a wipe board. Consequently, children enjoy counting up to twenty and beyond. Children learn about themselves as staff encourage to notice their facial features in mirrors. They learn about how things grow as they plant and water vegetables and flowers in the nursery garden. Staff respond to babies interest in cars, by creating ramps with large wooden planks of wood. Consequently, children find new ways to do things as they put the cars at the top and watch them rolling down. Children have regular access to a computer area where they learn to operate simple programs supported by staff when needed. Staff make art resources available, both indoors and outdoors. Consequently, children show enthusiasm as they paint freely and make designs. Babies develop their senses as they put their hands in large trays of shaving foam and make patterns. Staff support children as they sit in a digging area and fill and empty buckets with soil. Staff in the baby room develop children's imaginations through providing daily opportunities for them to move to music. Consequently, children laugh and show energy and enthusiasm as they jump about and stamp their feet to the music.

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

Children form close bonds with staff and are given comfort and reassurance when they are new to the provision. Consequently, they quickly settle and start playing. Staff, including the manager, are good role models to children as they show interest in what

children say and do and give them time to express themselves. Staff are observant of children's behaviour and respond quickly and appropriately to prevent children hurting themselves and others when needed. They ask other members of the team to sit near to children who need additional supervision during large group activities and set clear expectations with children for them to be kind to others. Consequently, children generally behave well, form good friendships and cooperate with what is expected. Staff encourage children to be independent during their play, by setting up a variety of interesting resources that capture children's interest.

Children's good health is well promoted. In hot weather staff remind children to drink at regular intervals, apply sun cream before they play outdoors and bring them inside at midday. They also provide lots of water play so that children can splash about and keep cool. Staff provide children with a variety of fresh fruit for snack time and healthy meals prepared by the college chef. All staff have recently completed food handling training which has reinforced their knowledge of good practice, for example, in relation to checking and recording the temperature of food when it arrives at the premises. However, meal and snack times are close together and are organised so that all children sit together to eat at set times. This reduces the time children have to play without interruption. In addition, children who attend the nursery for breakfast cannot choose to eat a snack only if they are hungry. Children develop good self-care skills. They independently find aprons for painting activities, stand on a low-level step to wash and dry their hands and help set the table and serve food at mealtimes.

Children are provided with a good range of accessible indoor and outdoor resources that promote their learning and independence during play. Since the last inspection, staff have developed the use of the outdoor play area so it includes a wider range of resources that provide children with challenge. For example, children now make good use of soil and sand digging areas. Staff help children learn about their own safety as they remind them to go slowly when they start running indoors and not to climb on unstable boxes in the outdoor play area. Children are provided with a range of activities and resources that generally promote their awareness of difference. For example, older children taste food from other countries and make flags and carp kites to celebrate Children's Day in Japan. There are some accessible resources that reflect positive images, although these are more limited in the baby room. This reduces the opportunities for younger children to develop a positive awareness of diversity. Staff invite parents and staff from a local school to attend meetings to discuss children's individual needs. This helps to make the move for children going to other provision go smoothly. Teachers from local schools visit the nursery to observe children and talk to their key persons. This helps them get to know children before they start school.

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

All staff complete child protection awareness training as a team, facilitated by the local authority. Consequently, they know how to safeguard children's welfare and respond appropriately to concerns, including any allegations made against staff. There is a member

of staff within the college where the provision is located who takes lead responsibility for safeguarding children. The manager liaises with her regarding any concerns about staff and children and regularly reviews staff understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. She makes sure that child protection is a standing item for discussion at monthly staff meetings. There are effective recruitment procedures in place. All staff, including agency staff, have appropriate checks completed to identify whether they are suitable to work with children. The premises is safe and secure and children are well supervised, both indoors and outdoors. Staff have a good knowledge of children's individual needs and adapt their levels of supervision to prevent accidents as much as possible. For example, this is the case as children move freely between the inside and outside play area. Consequently, children have good opportunities to explore and learn within safe limits. Staff complete daily check lists to identify and reduce hazards. For example, they make sure there are no dangerous items within children's reach, including areas used by children when they are sleeping. All staff hold paediatric first aid qualifications. They have a good knowledge and understanding of how to respond quickly and appropriately and administer first aid in an emergency to maintain children's health and safety.

Staff are provided with good opportunities for professional development. Since the last inspection, the local authority have provided an in-house training session on planning, observation and learning and development guidance for the whole staff team. This has enabled staff to effectively implement the next steps for children's learning and developed their confidence in acting on children's interests to plan activities. The manager provides cover in each group room, which enables her to observe staff practice and provide them with feedback about what works well and what needs to be improved. Staff extend activities and make them challenging by asking children lots of meaningful questions during their play.

Self-evaluation is good. The manager has a good knowledge of the strengths of the provision and works closely with staff, parents and the college to review and drive improvement. This includes a comprehensive written self-evaluation that identifies what the provision does well, including recent and future improvements. Actions and recommendations made at the last inspection have all been met. All staff have attended training so there is always someone on the premises and on outings with a relevant first aid qualification. The partnership with other early years provision has been well established to provide children with continuity in their care. In addition, learning and indoor and outdoor activities and resources related to children's interests have been increased and made more accessible to children to provide variety and challenge. Partnership working is good. The staff work closely with parents and speech and language therapists who visit the provision. They contact childminders and other special educational provision that children attend to share information about children's development and how it is promoted. This means that children are provided with continuity in their care and learning.

### **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>	EY368318
<b>Local authority</b>	Sutton
<b>Inspection number</b>	926893
<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>	33
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Carshalton College Further Education Corporation
<b>Date of previous inspection</b>	04/09/2012
<b>Telephone number</b>	0208 544 4583

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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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