

Colby Road Day Nursery

9b Colby Road, London, SE19 1HA

Inspection date	06/02/2013
Previous inspection date	18/08/2009

The quality and standards of the early years provision	This inspection:	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

- Children develop very close and warm relationships with their key person and other staff.
- Children's communication and language skills and are very well supported across all age groups.
- Children's self-confidence and independence is fostered extremely well in this small setting.
- Staff work effectively as a team, incorporating the views and wishes of parents, to meet the individual needs of the children.
- The setting is well led and managed, self-evaluation is effective and identifies strengths and areas for development.

It is not yet outstanding because

- The daily routine does not consistently ensure that children have regular opportunities to freely explore a range of textures and art materials and to engage in outdoor activities
- The learning environment does not always incorporate the next steps staff have identified to help individual children to achieve their full potential, for example by providing number labels for the children to use in their play and activities.

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.

Inspection activities

- The inspectors observed children and practitioners interactions with children.
The inspectors sampled documentation relating to children's learning and development, safeguarding, leadership and management and self-evaluation and improvement.
- The inspectors took account of the views of parents.
- The inspectors held discussions with staff.
- The inspectors viewed all areas used by the children, both indoors and outside.

Inspector

Elizabeth Coffey / Susan Mann

Full Report

Information about the setting

Colby Road Day Nursery opened in 1989. It operates from two playrooms in the basement of a three storey terrace house in Upper Norwood. There are toilet and kitchen facilities on site. There is a rear garden with a paved area for outdoor play.

The nursery may care for no more than 10 children from ten months until the end of the early years age group, of these, not more than three may be under two years at any one time. There are currently 8 children on roll.

The nursery opens five days a week all year round, from 8 am to 6 pm

The setting is registered on the Early Years Register only.

The provider acts as the manager and holds a level 4 qualification. Four other staff work with the children, three of whom hold level 3 qualifications and one of whom is qualified to level 2.

What the setting needs to do to improve further

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

- review the routine to ensure that children have daily opportunities to freely explore textures and art materials and to engage in outdoor activities

- enhance the learning environment further to support children to achieve the next steps in their learning, for example by providing number labels for the children to use in their play and activities to develop their understanding further.

Inspection judgements

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

Good systems are in place to monitor children's progress and learning accurately, based on their starting points. A clear picture of each child's development emerges through staffs' observations of the children's involvement in many worthwhile activities. Staff have a good knowledge and understanding of the early learning goals. They nurture and support, rather than direct, children's learning. This means that children are quickly accustomed to making their own decisions and choices as to what they want to play with. Children happily investigate and self-select from the good range of toys and resources and staff offer reassurance and encouragement as needed. Children are developing meaningful

friendships and are learning how to take turns and positively interact with each other. For instance, during a role play activity, one child welcomes another into their game and shares a pretend 'meal' with them. Children are very aware of and respectful of each other. Older children show considerable thoughtfulness, ensuring that babies and younger children can play harmoniously and safely alongside them.

Children's speaking and listening skills develop extremely well. Staff talk to the children, modelling good pronunciation and use of language at every opportunity. Children respond eagerly with increasing skill and confidence, from babbling babies to toddlers who verbalise their actions as they play. As a result children are becoming competent communicators with high self-esteem and sense of purpose. Children show a keen interest in problem solving as they build towers of bricks, estimating how many more they can add before the tower collapses. Staff introduce mathematical concepts using words such as 'tall' and 'big' and encourage children to count. However, although they count and talk about number in songs, stories and daily activities there are few opportunities for children to recognise numerals and use number labels in their play to help develop their understanding of numbers.

Children explore how things work as they use interactive toys and books and a range of equipment such as magnetic drawing boards. Children learn about diversity and difference as they celebrate special events such as birthdays and festivals from around the world. Children's use of multicultural toys, books and resources help them learn to appreciate the diverse society in which they live. Children have opportunities to practise their early-writing skills using a variety of chalks, crayons and pencils. Samples of their work adorn the walls and are saved in their individual folders to share with parents. Children show a keen interest in books. They listen attentively during well-organised story times. Even the youngest children can participate in this activity because staff provide them with toys and resources to play with alongside the story telling session which holds their interest well. By the time children leave the nursery, they are well on the way to meeting age-related expectations.

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

Children are safe and well-cared for in the calm and cosy nursery environment. Their emotional well-being is given high priority and good standards of care are evident. Staff are friendly and attentive, which creates a welcoming and cheerful atmosphere. All children demonstrate good levels of self-confidence and contentment because staff meet their needs well, especially young children and those new to the nursery. The physical environment is organised well so children enjoy daily opportunities to participate in a wide range of activities. There are wall-displays of hand-painting and other art activities which show children's work. However, such activities are not available on a daily basis which limits children's opportunities to explore textures and art.

Good communication with parents and carers through diary sheets, meetings and daily conversation ensures that staff know a great deal about children's personal likes and routines. Staff follow individual routines well, and adhere to parents' wishes about sleep times, for example. Furthermore, staff use observation and assessment of children's

development effectively to match activities and routines to children's needs. As a result, all children are motivated to explore and learn. They develop their personal, social and emotional development well. Interactions between staff and children are enabling and affectionate. There is much smiling and laughter evident throughout the day from both children and staff. Babies and young children enjoy snuggling close with staff as they read a story, or they have a cuddle when they have just woken up, and emotional attachments are strong. All children readily ask adults for help when needed. Staff encourage children to develop their independence, and children routinely select activities they wish to play with or feed themselves at lunchtime.

Children understand the need to keep themselves and others safe. They are considerate of crawling babies as they walk across the room, for example. Staff educate children about safety issues in play activities, as well as through nursery displays. For example, when pretending to pour tea, a member of staff reminds a child the 'tea' might be hot so to take care. Children's health is nurtured well. Meals are cooked on the premises and provide nutritious meals that children enjoy. Children play outdoors in a safe and suitably resourced area. Older children are well-prepared for starting school because their self-assurance is developed well. Links between staff and local schools are good and relevant information about children's learning and development is shared which supports the transition further.

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

All staff give high regard to keeping children safe. Child protection procedures are well-defined and understood by staff. All established staff are regularly trained in how to safeguard children's well-being, and procedures are included in the induction of new staff. Robust recruitment and effective induction procedures for staff are in place to ensure their suitability to work with children. Comprehensive risk assessments cover all areas of the premises and outings to support children's safety and security. A wide range of policies are implemented effectively by staff and all welfare requirements are met.

All staff contribute to the planning of the nursery curriculum. The views of parents, staff and children are valued and included as part of the nursery's ongoing self-evaluation process. Staff are guided by a strong manager and deputy who have a clear vision for the setting. They are aware of their strengths and areas for development. They have effectively addressed the recommendations set at the last inspection to benefit the children. Staff performance is monitored through regular staff meetings and appraisals. The nursery has good capacity to make continuous improvement.

The nursery welcomes all children including those with special educational needs and/or disabilities, and children who speak English as an additional language. There are effective partnerships with services such as local authority development Early Years advisors and other agencies. Therefore, the needs of all children are securely met and there are systems in place to access any additional support they may need. Parents are valued as partners. Parents state they are confident in the ability of staff to meet the individual needs of their children. They say the nursery provides their child with 'a very solid start to

their education'. They also comment that the setting has enabled their child to 'form strong friendships, develop their social skills and manners and become very independent'. Parents receive daily written and verbal information about their child's day. Regular parents' meetings offer opportunities to discuss each child's progress, to share observations and assessments. Systems used to assess children's learning are effective and the manager ensures that they are used consistently by all staff. Good partnership working with local schools helps children make a smooth transition to their next stage. Information on children's progress and development is shared with the schools and staff help prepare the children for the move by talking to them about the changes that may occur such as wearing a school uniform.

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	107478
Local authority	Southwark
Inspection number	902313
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	10
Number of children on roll	8
Name of provider	Mary Chowdhury
Date of previous inspection	18/08/2009
Telephone number	020 8761 3482

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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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