

Village Nursery

The Flat, St Mary's Centre, Ladywell Road, SE13 7HU

Inspection date	12/08/2013
Previous inspection date	29/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff and children have formed trusting relationships, resulting in children developing confidence, behaving well and becoming engrossed in their play.
- The nursery staff work in close partnership with parents and other professionals involved with the children, to support each child's progress and well-being.
- Management and staff have reviewed and reflected on practice to improve and develop the provision since the last inspection, resulting in sound safety procedures and some improvements in teaching that engage children in learning.

It is not yet good because

- The newly developed baby annexe does not have a suitable area for children to relax or sleep when they need to, as required.
- Management do not have a detailed overview of the educational programmes to ensure that there is depth and breadth across all areas of learning, particularly for children's literacy development, the outdoor area and promoting consistency in staff practice.
- Although the provider currently takes all reasonable steps to prevent unauthorised persons entering the premises, this was not fully in place previously.

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 both buildings and the outside learning environment.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.
- The inspector completed a joint observation with the manager of the provision.
- The inspector took account of the provider's self-evaluation form, improvement plans, a sample of policies and risk assessments.

Inspector

Linda du Preez

Full Report

Information about the setting

Village Nursery registered in 1991. It operates from a first floor flat at the St. Mary's Centre, which is located in Lewisham, South East London. The first floor part of the premises is used for children age two years and above, and comprises of three playrooms, a reception/office area, kitchen and children's toilets. The ground floor annex is used for children under the age of two years and includes a main room with toilets and kitchen facilities and a staff room/office. Access to the first floor part of the nursery is via a metal staircase on the outside of the building. There is an enclosed area to the rear of the property for outside play, as well as an indoor hall for use by the nursery. The nursery serves the local area and is open five days a week, for 50 weeks of the year. Operating times are from 8am until 6pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 27 children in the early years age group on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for free early education for children aged three and four years. There are ten members of staff working with the children, including the manager and deputy. Of these, eight are qualified in childcare, with the manager holding a level 4 qualification, five staff holding level 3 qualifications and two staff holding level 2 qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide an area (space or partitioned area) for children who wish to relax, play quietly or sleep, equipped with appropriate furniture with particular regard to the baby annex.

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

- develop the improved educational programme further to support children's early writing by more regularly modeling writing for a purpose and extending the range of everyday routines and activities that encourage children to experiment with writing
- improve further, the use of a wide range of resources in the outdoor area to promote children's progress across all areas of learning
- monitor the educational programmes consistently in order to gain a clear overview of children's progress and ensure consistency in staff practices.

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

Children make satisfactory progress in their learning and development in this friendly nursery. Overall, staff have a secure knowledge and understanding of how young children learn. They use a clear system of observation and assessment to plan activities based on children's interests and developing skills. This builds children's confidence to lead their own play and take part in activities based on the interests of other children and guided by adults. Staff know children well and pay close attention to each child's progress to ensure that all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, are supported and make sound progress. Parents receive informal feedback about their child each day. They have more detailed information in written summaries, which encourage them to share their knowledge of what their child knows and can do, and hold more detailed discussions at meetings with staff.

Staff generally support children's speaking and listening skills appropriately during everyday activities and discussions. Those working with babies sing and talk to them and use repeated sounds, words and phrases, so that they learn and say new sounds and words. All staff are aware of the needs of children learning English as an additional language and ask parents to share basic words from their home language to help children participate fully in the day. Staff working with older children show a sincere interest in

children's conversations and encourage them to share their experiences. However, there are occasions when staff do not take opportunities to extend children's learning in their spontaneous play, such as not responding to children expressing their imagination as they explain that they are, 'going to work and need their keys', as they hop on their scooter outdoors. Therefore, some inconsistencies in teaching and learning remain.

Children across all age groups enjoy looking through and reading the new range of books provided. Babies cuddle up to staff and listen intently to stories, enjoying the reassuring and stimulating experience. Older children enjoy planned story times and helping themselves to a range of books when they wish to read quietly to themselves.

Children enjoy playing in the outdoor area, where they ride on bikes, build train tracks and explore in the 'mud kitchen'. However, although a range of resources is available in the outdoor environment, staff do not yet adequately plan how they can be used in daily outdoor experiences to reinforce learning and challenge children sufficiently across all areas of learning. Although staff plan some activities that support children's early literacy and creative skills outdoors, resources that encourage them to use their developing skills in daily outdoor play experiences are not readily available. For example, resources to encourage children to read or use their early writing skills as they play in the mud kitchen are not a daily feature of outdoor play. Consequently, children's enthusiasm and ability to make links in their learning is not always fully promoted because staff do not have sufficiently high expectations at all times.

Staff have reviewed their practice to adapt daily routines to provide a balance of adult-led and child-initiated activities. For example, children benefit from choosing what to play, but also enjoy organised activities, which staff plan to teach them about weight and measure. Children enjoy experimenting using scales to see how shells and feathers compare in weight. Staff make the most of these opportunities to introduce words, such as 'more than' 'heavier' and 'lighter'. They encourage children to predict what will weigh more and what may weigh the same, which supports their thinking and mathematical understanding. These experiences help children to gain valuable skills in preparation for starting school.

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

The nursery team have reviewed and reflected on their practice to consider how they can fully support children's personal, social and emotional development. As a result, this has become a strength of the nursery. The successful key person system gives children a strong sense of belonging, from the settling in process until they leave the nursery. Children are supported as they progress to older age groups as staff carefully plan settling in periods and work in partnership with parents to make the process of change as supportive as possible. Staff help children to prepare for starting school by planning visits, holding discussions and creating a school role play area for children. These supportive approaches help children to feel reassured and positive about the next stage in their learning.

The newly developed baby annexe has a positive atmosphere where babies have quickly developed strong emotional attachments to their key person. They confidently explore the resources available to them and crawl or toddle back to their key person to enjoy many reassuring cuddles. However, this area does not have a suitable area for babies to relax and sleep when they need to, which is a statutory requirement.

Older children know to wash their hands after using the toilet and prior to eating, and staff encourage them with gentle reminders where required. Children enjoy playing physical games using a suitable range of equipment such as bikes and balancing resources, which promotes their physical development. Staff support babies physical development, arranging the rooms for them to have space and opportunity to crawl and walk and offer lots of praise and encouragement. Staff promote children's health and well-being throughout the nursery. The nursery has recently taken part in an 'Eat Better Start Better' programme to encourage children to eat well and learn about healthy food. This demonstrates a strong commitment to supporting children's health and well-being.

Staff are positive role models who provide clear guidelines and boundaries to support children's behaviour. Consequently, children behave well and play together harmoniously. They learn to share resources and develop positive skills to support their social development, which is valuable for their future lives.

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

Overall, management has developed a sound understanding of their roles and responsibilities in protecting children. All staff complete training in child protection and attend meetings to keep their knowledge of safeguarding children up to date. The provider has a suitable safeguarding policy and procedures in place, which includes an explanation of the action to be taken in the event of an allegation being made against a member of staff. Management has improved the arrangements for assessing risks and hazards and staff check all areas used on a regular basis. However, the inspection was brought forward following a concern relating to a break in at the nursery. Although this did not involve unauthorised persons having access to children, it did involve unauthorised persons entering the premises. However, management has put further procedures in place to minimise the risk of this type of incident reoccurring in the future.

Management generally demonstrates a suitable understanding of legal responsibility in meeting the learning and development requirements. They now evaluate the provision more effectively and have made a concerted effort to meet actions and recommendations from previous inspections. Consequently, they work with the team to drive and secure improvement and the educational programmes have improved. However, management does not yet oversee the effectiveness of the educational programmes fully effectively. This means that some inconsistencies in practice remain. For example, although management know that children have ready access to writing materials indoors, monitoring has not identified gaps in practice to ensure that resources are used to full effect to promote children's developing skills in writing for a purpose, or identified that the

provision in the outdoor area does not consistently cover all areas of learning.

Management has suitable recruitment, vetting and induction procedures in place. They monitor the continuous professional development of staff to identify training needs. Staff have attended a variety of training, which enhances their professional development and benefits children.

Staff arrange meetings with parents to share children's records and information on children's progress. They exchange daily information and use a contact book to share information about home and nursery. This information supports children's development and progress. For example as parents and staff work together to help a young child develop skills in using cutlery correctly or take part in activities that help them to play happily with others. Parents say that they are pleased with how their children are progressing and that they appreciate the kind staff.

The nursery staff complete transfer documents to share information when children move on to school. Staff work in partnership with speech therapists to support children's communication and language development. These positive partnerships support continuity in children's 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

Unique reference number	129059
Local authority	Lewisham
Inspection number	927804
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	23
Number of children on roll	27
Name of provider	Frances Mary Rodgers
Date of previous inspection	29/11/2012
Telephone number	020 8690 6766

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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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