

Early Steps Day Nursery

St. Wilfrid Catholic Church, 97 Lorrimore Road, LONDON, SE17 3LZ

Inspection date

Previous inspection date

17/09/2013

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

- Children enjoy a range of stimulating and exciting activities delivered by skilled and enthusiastic staff. As a result, children are making good progress in their learning and development.
- Children are happy and enjoy secure and trusting relationships with the staff who provide them with praise and encouragement. As a result, the children have high self-esteem and confidence and are enthusiastic learners.
- Effective partnerships between the nursery, parents the local schools and professionals, ensure that children are well supported in their preparation and move to school.
- Managers and staff show clear ambition to maintain high quality care and education for children. They make excellent use of reflective practice, taking into account the views of parents and children. This results in extremely well-targeted plans for continuous developments.

It is not yet outstanding because

- On occasions when key persons are absent, the systems to share children's next steps with staff new to the setting, who are providing cover are not fully established.

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 children in the environment both in the room and outdoor area.
- The inspector held meetings with the manager and spoke to the members of staff and children during activities.
- The inspector looked at a sample of children's progress records, daily communication diaries, planning documentation and operational files consisting of policies, attendance registers, staff qualifications and suitability documentation.
- The inspector considered the views of several parents spoken to on the day of the inspection.

Inspector

Marvet Gayle

Full Report

Information about the setting

Early Steps Day Nursery registered in 2013. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a renovated church hall in Kennington, London SE17.

The nursery operates Monday to Friday for 51 weeks of the year from 7.30am to 6.30pm. The nursery supports children with special needs and/or disabilities and those who speak English as an additional language. There are five members of staff working with children. All hold appropriate childcare qualifications to at least level 2 and some are working towards level 4. Two members of staff including the manager hold a degree in childhood education.

The nursery is set out over one floor with separate areas for the under twos and the pre-school age groups. There is a separate kitchen and toilet facilities with additional access to a disabled toilet facility. Separate staff facilities are available. There is a large, enclosed outside area at the nursery for outdoor activities. There are current 16 children on roll, all of who are in the early years age range. The nursery received funding for the provision of free early education sessions for children aged two-, three- and four-years-old.

What the setting needs to do to improve further

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

- improve procedures to support new staff who are providing cover for key persons to make sure they are clear about children's next steps in order to provide continuity in their learning.

Inspection judgements

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

Staff have a good knowledge of how children learn and develop. They help children to settle at the nursery by gathering information about the child's likes and dislikes and individual needs from the parents during the settling-in period. This information is used to ensure that activities are shaped to meet the individual child's interests and learning needs. This ensures the children make good progress in their learning and development and become enthusiastic learners, which prepares them for the future. Children's learning and development are assessed on a monthly basis, identifying ongoing developmental stages. Regular and well-focused observations of the children and clear assessments are used to plan individual next steps in their learning.

Parents are actively encouraged to be involved in their children's learning in many ways. For example, by attending the nursery's parents evening where they can see their children's progress records and share information with the children's key persons. Parents are also encouraged to give their feedback on how they feel the nursery is performing and what they can do different to meet their child's needs. These systems are highly effective in helping parents to be fully involved in their children's learning and development.

Evidence gathered from observing children, talking to their parents and key persons, as well as reading their progress records, confirms that all children are making good progress towards the early learning goals, given their starting points. Staff have a very good understanding about the characteristics of effective learning and they use effective teaching methods to ensure the children are motivated and eager to learn. All children are supported well in acquiring good communication and language skills as they engage in conversations with the staff and their peers while they play together.

Children demonstrate a very good ability to maintain focus for significant periods of time, which prepares them well for when they are ready to move on to the next room and school. They also enjoy listening to stories being read to them by each other. Children recognise their names as they self-register on arrival and when they sit down for meals. There is a wide range of print in the environment, such as signs and labels on storage boxes and baskets. This helps children to develop their understanding that words have real meaning and supports their developing early literacy skills. Children have many opportunities to make marks with a range of materials all easily accessible, such as chinks, pens, pencils, paints and sand.

Easy access to the equipment's and materials in the environment encourage the children to become confident as they choose freely from a variety of toys and books that interest them. This contributes to the children's motivation to play and learn independently and with other children. Staff enthusiastically shows an interest in what the children are learning, which helps them to feel respected and valued. The staff skilfully enhances the children's learning through play by sensitively playing alongside them. The staff engage children in shared thinking and by asking open ended questions to help them think critically. For example, children standing at the mirror are encouraged to see who else they could see by asking "who else can you see I wonder?" The environment supports the children's awareness of numbers and shapes which are displayed on the walls and in different areas both inside and out. These activities support children to make good progress in their mathematical skills. Children's creativity and imaginations are also promoted well as play in the mud kitchen making a variety of dishes.

Good opportunities are provided for children to learn about the world around them. For example, staff invite the police and fire fighters in to speak to the children about keeping themselves safe in the community and the different job people in the community does. Staff are passionate about providing an inclusive environment where all are welcome, respected and valued. Children learn about different festivals and cultures through a range of multicultural toys, books and from parents. Enabling the children to learn about similarities and differences between each other and their diverse background. They have opportunities to use technology such as computer, printer and other programmable toys.

All these activities and learning opportunities available to the children help to prepare the children for school.

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

Children thrive in the welcoming environment. They enjoy secure and warm relationships with their key persons and the whole staff team. Children's individual needs are very well known because the staff work closely with parents. This approach supports the move from home to nursery and ensures it is smooth, as a result the children settle quickly and easily and parents report that they can leave their child happily. Children are taught to behave well and the individual attention they receive from staff in a calm environment, develops their confidence and positive self-esteem.

Staff have high expectations of the children and encourage their independence by giving them appropriate responsibility to undertake tasks, such as putting on their own coat, brushing their teeth after lunch and washing their own hands. Staff provide praise and encouragement consistently for children spurring them to try new activities and develop their independence. Children develop good self-care skills and are becoming competent in managing their personal needs relative to their ages. For example, they are learning to use knives and forks at lunch time while the younger ones are taught to use spoons and forks to feed themselves. The children are developing an understanding of the importance of healthy lifestyles. They help themselves to drinking water when they are thirsty and are offered a range of healthy snacks and meals each day. Staff closely monitor what the children eat each day and encourage them to eat healthily. There is a menu available for parents to see on a daily basis what their child is having. Children are aware of the importance of following good hygiene practices, such as, washing their hands before eating and are reminded by staff. Very good hygiene practices are adhered to when staff change children's nappies. They record routine information about nappy changes and details of food eaten by the children in the daily communication books, which are given to parents. These, in addition to the verbal feedback, ensure that parents are kept fully informed about their children's routines throughout the day.

Children independently make choices from a well presented range of exciting activities and equipment. The easy accessibility of the resources and the ability to move freely between the indoor and outside environment enhance the children's overall learning and development. Children move confidently as they carefully manoeuvre items of resources and skilfully avoid obstacles and each other. They are developing very good awareness of how to keep themselves safe. Staff equip children well with good skills for their next stage in their learning and for their future.

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

Staff have a very good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Stringent recruitment and

vetting procedures are followed and undertaken by the management team to check staff's suitability to work with children. Staff demonstrate a good understanding of their roles and responsibilities to protect the children in their care, which is supported by policies and procedures. A detailed complaints policy and procedure is correctly implemented when required. Staff ensure children's safety throughout the nursery and on outings by completing risk assessments, which are regularly reviewed and adapted, when required. They also ensure that the correct staff ratios are maintained to make sure children are appropriately supervised at all times.

Staff have a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They continually evaluate and plan an effective range of activities providing good experiences that motivate and interest the children. Their planning is based on their rounded knowledge of the areas of learning and of how children learn.

The partnership with parents and others involved in the children's care is good. Parents and carers receive feedback and other information through policies, procedures, daily diaries, verbal discussion and children's progress records. This ensures parents are kept fully informed about the nursery and their child's progress. Parents are consulted regularly through parent's evenings, daily discussion and questionnaires about the service to help the staff consistently meet children's individual needs. Parents comment that they "feel very supported" by the nursery and that they are "very happy" about the care and education their children receive. Parents are happy as their child are always happy at nursery and look forward to going. The range of activities provided and the good two-way flow of information between staff, parents and outside professionals is well developed.

Managers and staff are very motivated, enthusiastic, and committed to the continuous development of their early years practice. They attend a range of training courses provided by the local authority and update the way they work according to knowledge gain. Regular staff meetings and meetings with the local authority advisors also effectively support staff well in their daily work with the children. There are good systems in place for monitoring and evaluating practice through staff appraisals. However, systems to share children's next steps to promote consistency in their learning when new staff cover for staff who are on leave or off sick are less well established. The manager monitors children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs. Regular reflection and putting together a self-evaluation assist staff in continuing to make improvements to an already effective service provided for the children and their families.

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

Unique reference number	EY460674
Local authority	Southwark
Inspection number	910507
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	16
Name of provider	Miata Educational Services
Date of previous inspection	not applicable
Telephone number	02077012800

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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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