

Sidcup Day Nursery

C/o David Lloyd Leisure Club, Baugh Road, Sidcup, Kent, DA14 5ED

Inspection date	03/09/2013
Previous inspection date	30/10/2008

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

- There is a well-established key person system and strong partnerships with parents that help children to feel secure.
- Staff have high expectations for children's learning. Planning of activities and experiences to promote children's learning and development is based on accurate assessments of their progress. As a result children are achieving well in their learning and developing.
- The manager leads her team well and makes good use of self-evaluation to plan for improvements of the provision.

It is not yet outstanding because

- Some children who are learning English as an additional language have few opportunities to use their home language during play. This affects how well they are developing their communication and language skills slightly.

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 inspector observed activities involving children and staff in each age group.
- The inspector sampled children's progress records and plans for their development.
- Parents' views were sought through discussions and their written feedback.
- The inspector looked at all documentation relating to keeping children safe.
- The inspector observed a children's cooking activity with the nursery manager.

Inspector

Debra Davey

Full Report

Information about the setting

Sidcup Day Nursery opened as part of the Asquith Court Ltd group in 2005. It is registered on the Early Years Register and operates from the David Lloyd Fitness centre in Sidcup, in the London borough of Bexley. All children share access to a secure enclosed outdoor play area. There are currently 54 children on roll. The nursery provides free funded nursery places for children aged three and four years. The nursery is open daily from 7.30am to 6.30pm. It is closed for all bank holidays and for five days over Christmas. There are 17 staff working with the children most of whom are level 3 qualified.

What the setting needs to do to improve further

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

- increase opportunities for children to use their home languages during play.

Inspection judgements

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

All children are confident and happy in the nursery. The baby room is well organised for play and learning. Staff offer lots of cuddles for babies and encouragement for their language and physical development. Staff carefully follow care routines from home using the key person system effectively to help babies settle and enjoy their play. The baby room and toddler room staff work closely together to support children moving on to their next stage of learning. They make accurate assessments of each child's progress, including the required check for two-year-olds. They use information gained through assessment well to plan for their next steps of learning. Toddlers are encouraged to engage in activities that interest them, such as, making an 'ice cream shop' in the role play area. They show keen interest in looking at books with pictures of their friends and activities they have enjoyed. They talk about their experiences to key staff which helps them make good progress in their communication and language.

The good quality of teaching in the pre-school room helps all children make progress. Children arrive happily and enjoy registration time when they register their own names and count how many children are present. This helps children's early reading skills and understanding of numbers. Children confidently use information technology. They make marks using interactive white boards, writing numbers and letters to show the number of oranges and pizza slices they see and count. They learn to link letters to sounds and can sequence days of the week. Children listen and respond well at story time because staff use discussions that are meaningful and relate the story to real life events, such as, going on holiday. Children know that print carries meaning and are able to name parts of the book. They know that books are written by an author and that pictures are created by an illustrator. This shows that staff have high expectations of what children can learn.

Assessments are also used well to identify and address any additional help children may need, working with other professionals and parents to meet children's individual needs. This means that support for children is quickly identified to help them to make maximum progress in all areas of learning. They have very good opportunities to learn about the world. For example, they have recently enjoyed a carnival project with dressing up and dancing from other countries. Practical topics about moving on to school and how to keep safe are balanced with themes to help them learn about nature and sea-life. Activities are supported using good quality resources and staff make books with children to help them reflect on their learning. Staff find out key words in children's home languages to help them to settle. However, not all children are actively encouraged to use their home

languages in their play as a way of further supporting their communication and language development. Children learn about difference, the natural world and mathematical concepts through activities and using technology. They show emerging independence and self-awareness which helps them to prepare for school.

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

The nursery is bright and inviting for children. It is furnished and equipped to a high standard with good quality resources for children to use. Effective partnership working supports children and this contributes significantly to their sense of well-being. Parents are informed about their child's progress and know who the key person is for their child. This is much appreciated by parents, especially when babies are settling in. Children behave well. They understand what is expected of them; they show consideration of others and happily take turns during activities. They are encouraged to be independent from a young age; for example, helping to lay the tables for lunch. They take great pride in their achievements and respond well to the praise and encouragement they receive from staff.

Staff plan successfully for outdoor learning. The outside areas are well used for children to develop their physical skills and understanding of the world. They enjoy 'cooking' in the mud-kitchen, making mud pies and looking for mini-bugs. They grow plants and vegetables to help them learn about nature. Children understand the importance of wearing sun hats when playing in the garden and that drinking water prevents dehydration. This healthy approach to active learning supports children in developing the necessary skills to help them keep healthy in later life.

Meals and snacks for children are healthy and balanced. Snack time is an enjoyable and sociable time for children because they choose when they want their snack and who they sit with. They know to wash their hands to prevent germs. Lunches are freshly prepared and children have hot cooked meals including fresh vegetables. Children serve themselves and they have discussions with staff about the vegetables and make their own choices. They also learn about how to stay safe, for example, how to use tools safely during woodwork activities. This means that their well-being is well promoted and they are kept safe through good practice and routines.

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

The provider has a clear understanding of the learning and development and welfare requirements within the Statutory Framework for the Early Years Foundation Stage. They have full understanding of child protection matters and the signs and symptoms that would cause concern. Staff are up to date with local procedures and have a clear policy for safeguarding which is shared with parents. Arrangements for health and safety are robust and fully ensure that the setting is safe and procedures keep children safe from harm.

Rigorous recruitment and vetting procedures are followed to help ensure the suitability of

staff. On-going training for staff is planned through the programme for supervision and appraisals. This supports their professional development. All staff are trained in first aid. The educational programme is closely monitored by the manager. She ensures that children's profiles are completed regularly to provide a clear picture of progress. This information is used well to plan for individual children. Staff are supported to share ideas for planning and implement a full programme which covers all areas of learning.

Staff carry out specialist assessments such as the two year check and working with other professionals to identify additional needs. This means that children receive early intervention and support, so that they are not disadvantaged by the time they move on to school. Partnerships with parents are good and parents spoken to during the inspection are happy with the care and education their children receive. Good arrangements for self-evaluation are in place. The nursery team regularly reflect on what they have achieved and what they want to work on. For example, they are currently working on communication with other settings that children attend to support individual children. This shows that they understand the importance of partnership working. Established partnerships with local schools and the local authority are in place and highly valued in planning for improvements.

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	EY282665
Local authority	Bexley
Inspection number	908335
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	54
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	30/10/2008
Telephone number	0208 309 4922

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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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