

Crystal Day Nursery

202 Venner Road, Sydenham, London, SE26 5HT

Inspection date 29/08/2013
Previous inspection date 19/01/2009

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

- The relationships between the staff, children and families are positive.
- Children engage positively in both self-chosen and adult-directed activities.
- Children are supported well across the nursery to manage their behaviour.
- There is a strong senior management team in place.

It is not yet outstanding because

- Staff do not always consistently monitor progress or fully plan to support children's individual learning needs during the summer holiday period .

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 completed a joint observation with the manager.
- The inspector spoke to parents.
- The inspector observed practice in all rooms, as well as the garden.
- The inspector sampled children's records.
- The inspector met with the provider and senior manager and sampled key policies.

Inspector

Caren Boiling

Full Report

Information about the setting

Crystal Day Nursery registered in 1988 and is located in Sydenham, in the London Borough of Bromley. It is privately owned and operates from a converted house with an enclosed garden for outdoor play. The nursery serves the local area and is close to local schools, parks and transport services. The nursery is registered on the Early Years Register. There are currently 35 children on roll. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. The nursery supports children who learn English as an additional language and children who have special educational needs and/or disabilities. Five full-time and three part-time staff work with the children. Half the staff hold early years qualifications at level 2 or 3. The nursery is in receipt of funding for the provision of free early education to children aged two, 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:

- develop further the systems used to monitor children's learning and plan to support their development throughout the year.

Inspection judgements

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

Children across the nursery are all making good progress in their learning and development. The children are settled and confident within the nursery. There is a wide range of activities on offer, both indoors and outside, which support children across all age groups to develop. The children enjoy being physically active through playing with a parachute, or reinforcing their colour knowledge by linking coloured bricks to the colours on the parachute. The younger children enjoy playing with water or soil, or having a favourite story read to them. The nursery promotes children's literacy skills effectively, and the older children have good opportunities to learn to recognise their written name, such as by finding a cup or a place mat or finding their name to register in the morning. The nursery is full of labels both inside and out to support children's early literacy skills.

The staff team within the nursery have a good understanding of the individual needs of the children, and they deliver activities with key children in mind. The nursery offers a more relaxed provision in August where a series of fun days are planned for the children who attend during the holiday times. However, this sometimes leads to a lack of individually planned activities and updates to children's development records during this time, which has an impact on the children's learning. The staff complete the required

progress check for two-years-olds and parents are able to contribute to this assessment so they are involved in their child's learning. The process for ongoing assessment of children has recently been introduced within the nursery. The staff review children's development against the Early Years Foundation Stage and complete summary assessments to show where children are making progress. They use the information gathered from observations in children's records to identify their next steps and plan to support children's developmental needs. The record keeping is strong within the baby room, where babies' records clearly detail the needs and progress of individual children. The nursery effectively supports children who learn English as an additional language, and those children with special educational needs to promote their inclusion.

Parent partnership is strong in the nursery and parents speak highly of the care their children receive, as well as positive comments about the staff team.

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

There is an effective key person system in place and the children and families have formed good relationships within the nursery. Children are able to spend time with their key person as part of their settling-in time before they start. Staff also provide good support to children as they prepare to move rooms within the nursery. Children are able to spend time settling in their new rooms and get to know the staff well due to the size of the nursery.

Children have some good opportunities to learn to be independent, by serving themselves their main meal or finding their own cup to pour a drink. They enjoy a balanced range of food to support a healthy lifestyle and the staff are aware of children's particular dietary needs. Staff effectively support the children's developing emotions across all the age groups so they develop good behaviour. Younger children learn to manage their feelings when they do not want to eat the sandwiches on offer. The older children learn to use good manners through positive role modelling by adults, who also teach them to keep themselves safe by not running inside the nursery. The staff support the children to be confident. They enable older children to work together to play a board game without the support of an adult, and younger children can help at tea time to hand out the children's drinks.

Children also learn to be safe in the nursery, such as when climbing up the slide the in correct way, or being careful where a child rides a bicycle. Staff follow good procedures to deal with any accidents in the nursery as part of their ongoing safeguarding measures.

The nursery has a good level of resources for all of the children. This helps to create bright and inviting learning environments for the children, including role-play areas in each room, where children enjoy playing with their friends or the adults.

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

The senior management team within the nursery is strengthened by the hands-on approach of the registered provider and the links with the other nurseries in the group. This leads to various opportunities for good practice to be agreed and shared to improve outcomes for children.

The nursery management has a clear understanding about their responsibilities towards keeping children safe. All staff are able to access safeguarding training, and the manager holds the position of lead practitioner for safeguarding children in the nursery, to protect their well-being.

The children keep safe within the nursery through the good use of risk assessment and close supervision. Staff are deployed well throughout the day with ratios maintained. Staff are aware of what to do if they have concerns about a child's welfare to help keep them safe. The staff team is an established one yet when new staff are employed the management team make sure that every individual is vetted appropriately and is suitable to work with children.

There are clear policies and procedures in place to demonstrate to staff how to record children's learning and development across all areas of learning. These records are mostly monitored by the senior team to make sure children's progress is at least good. Although less monitoring takes place over the summer holiday period, this does not have a big impact on the children as the staff know the children so well the activities meet the interests of the children during this time.

There is an informal self-reflection and evaluation process in place within the nursery, and areas to develop are identified by the senior management team to improve the quality of the provision for children. The nursery carries out annual appraisals with staff to identify individual development and training needs for each member of staff so they develop their professional skills and improve outcomes for children.

The nursery works well both with parents and other agencies to support the needs of the children. For example they have completed external referral tools such as the Common Assessment Framework to gain additional support for children to support their specific developmental needs. Parents are encouraged to be part of the nursery, and are invited to parents' evenings twice a year as well as other social events to share their views in an informal way. The registered provider aims to promote an environment where the nursery offers a home from home environment for all children.

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	137226
Local authority	Bromley
Inspection number	908116
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	35
Name of provider	Crystal Childcare Limited
Date of previous inspection	19/01/2009
Telephone number	020 8659 6417

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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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