

Peckham Rye Day Nursery

24 Waveney Avenue, Peckham Rye, London, SE15 3UE

Inspection date	02/10/2013
Previous inspection date	29/04/2013

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership is inspirational and the drive to improve is fully embedded and proven in practice.
- The established systems for the monitoring and reporting of safeguarding issues are followed rigorously to protect children.
- The nursery provides a safe, highly stimulating environment to promote learning, and children make excellent progress.
- Staff are confident practitioners and work well as a team to fully support the very best outcomes for children.

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 involving staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- Parents were spoken to during the inspection to find out their views of the nursery.
- The inspector sampled a range of documentation relating to child progress and safeguarding.
- The inspector discussed the settings self-evaluation with the managers.

Inspector

Debra Davey

Full Report

Information about the setting

Peckham Rye Day Nursery was registered in 2004. It is owned and managed by the Asquith Court Nurseries Limited group. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery has four play rooms and a large outdoor area. The nursery is open from 7.30am to 6.30pm, Monday to Friday throughout the year, except bank holidays and the Christmas period. The nursery supports children with special educational needs and/or physical disabilities and children who speak English as an additional language. There are currently 100 children on roll. The nursery is in receipt of funding to provide free early education to children aged three and four years. There are 28 members of staff, 26 staff work with the children all of whom have a recognised early years qualification. This includes two staff who hold degrees and a further staff member holds Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the visual resources for babies through the use of stimulating pictures and text displayed at their level.

Inspection judgements

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

Children are making excellent progress in their learning and development. The learning environment is very well organised for all age groups and this enables children to make independent choices in their play. The staff plan a child-led approach to learning, based on children's interests, because they know children well. Staff make good use of a cycle of observation, assessment and planning to promote learning. They carefully record children's starting points and add to their observations of children's progress over time. Using information gathered from parents and their knowledge of children's interests, they plan activities tailored to meet each child's needs. Staff share information with parents through the two-year check and regular progress review meetings. This means that staff and parents work together to support learning and development throughout the age range. Babies and toddlers enjoy plenty of close contact and cuddles from staff who sit with them at their level. They happily explore a range of textured and natural materials as well as toys that make sound. They sit on baby sized sofas and chairs to look at board books with staff, which develops their language skills. Younger children enjoy planned and spontaneous singing times to teach them rhythm and rhyme and this encourages them to join in with actions and sounds. This promotes their social skills and sense of well-being.

They have direct access to a safe outdoor area as well as times spent outdoors in the large garden to develop their physical skills. They show emerging skills using balls and riding trikes along with spontaneous activities such as making mud pies with staff.

Staff provide a good balance of child initiated and adult led activities for older children to support their learning. The children eagerly select from a range of activities set out and supervised in the pre-school room. They love to explore textures and colours as they make their own play dough, mix paint and experiment with sand. Staff support children to develop control of their small muscles using tools such as tongs to grip and move objects. This skilled support helps children become confident in holding a pencil and writing their own names. As a vibrant multi-cultural setting, children to enjoy a range of creative activities to help them learn about the wider world. Children learn about other languages in the nursery and staff support them well in their home languages during play. This helps children value their own and other cultures. The nursery is rich in printed materials although there are few visual displays for babies to enjoy at their own level. Staff promote children's understanding of technology exceptionally well, for example, children use the computers independently and follow matching games. They have a range of interesting programmes to choose from, such as selecting different icings for a cake. They are confident when they use the interactive whiteboard at circle times. Older children benefit from displays and labels using text to help them learn about writing for different purposes. This helps them to prepare for the stage in their learning.

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

The organisation of the environment is highly impressive because it has been planned meticulously to provide extensive choices for children. Space and resources fully support children's choice and encourage them to join in with activities of their choosing. Staff are well deployed to supervise children and there are good systems in place to make sure that children are cared for by the appropriate number of staff at all times. The garden and the indoor play areas are monitored carefully to make sure that all areas are safe and children learn important procedures such as emergency evacuation with staff to make sure they know what to do in the event of an emergency.

Children are healthy because times for food, sleep and active physical play are well-embedded in the daily routine. Meals provided are of high quality and children enjoy fresh fruit snacks. The range of dietary requirements are met well through the excellent organisation of mealtimes. Children have their own placemats to identify what they can and cannot eat and the menu clearly displays the ingredients of meals. This means that parents are well-informed about the food their child has eaten during the day. Children of all ages have access to daily outdoor physical play. The outdoor activities are planned to provide an excellent range of physical challenges for children of all ages. This supports the development of their large and small muscles and contributes to their good health. Sleep routines are appropriate for all ages, which means that children are well-rested and can benefit fully from the exciting range of activities.

Children are rapidly developing their confidence and learning to keep themselves safe as

they explore their surroundings. Staff talk to children about how to behave, share and be kind to one another. They encourage children to choose their own activities and to help tidy away. Staff provide exemplary role models for good manners and show the utmost respect for children. For example, babies enjoy cuddles and songs as staff care for them warmly. All staff are cheerful, talking and smiling to children during the day. Children respond accordingly, arrive happily and play with their peers. Babies smile and explore their surroundings with staff close-by to support them. New children are able to settle easily during 'stay and play' days and parents are encouraged to stay to re-assure child and parent that all is well. Overall, this is a happy nursery which successfully supports children's emotional well-being. This helps children of all ages flourish in their nursery setting.

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

The leadership of the nursery is inspirational. Managers fully understand their responsibility to meet the safeguarding and welfare requirements. For example, they have robust procedures in place to deal with child protection issues. They follow their own policies to report any concerns, working with other agencies. Accurate and detailed records are kept of incidents and this process ensures that managers safeguard children exceptionally well. All staff are trained in safeguarding using the nursery's own online training, and room leaders attend external training with the local authority. In addition, child protection is high on the agenda when staff discuss theory and lessons learnt from national serious case reviews. This means that they are kept up to date with current thinking and understand how to protect children. Health and safety is addressed using thorough procedures for daily safety checks and risk assessments. There are robust recruitment procedures and all staff are checked for suitability before they are employed. Staff are required to complete health and safety training before they can work directly with the children. As a result, staff know what to do to keep children safe and how to report issues should they have any concerns.

The leadership team are highly motivated and strive for excellence. There is a day to day manager and an area manager. The managers encourage staff to reflect on their work and plan for improvements. This means that individual staff are aware of their own strengths and professional development. They contribute to the settings self-evaluation and their contributions are valued in planning for the aspirations of the nursery. For example, staff interest in developing the educational programme resulted in training on schemas of learning. This helped staff to enhance all aspects of learning for the children in their care. The commitment to the development and training for staff means that they are confident and highly skilled practitioners. The management team have developed excellent systems to help staff deliver a programme of child-led learning which supports all age groups. This includes collecting detailed information when children start and regular assessments of their progress working with parents. This information is used to provide a stimulating a challenging range of activities. The monitoring of the educational programme ensures that all ages are making exceptional progress and children enjoy their learning. This means that children are happy and secure due to the skilled support of staff.

There is an excellent range of policies and procedures to support the smooth and efficient running of the nursery. All staff are given an induction period when they start work at the setting and their understanding is checked during staff meetings, supervision and appraisals. Staff have very good relationships with parents and they actively seek their views and opinions. All parents spoken to during the inspection are happy with the quality of care and the feedback they receive from staff. Parents of children who have attended since they were babies are impressed with how well staff support younger children when they move on to the next room. Teachers who visit from local schools are impressed with the school readiness of older children. Staff work exceptionally well with other agencies involved in children's care especially for children who need additional support. This means that all children make the best possible progress and are exceptionally well prepared for their next learning experience by the time they move on to school.

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	EY283916
Local authority	Southwark
Inspection number	934451
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	100
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	29/04/2013
Telephone number	020 7635 5501

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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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