

New Vision Day Nursery

35 Sunderland Road, Forest hill, LONDON, SE23 2PS

Inspection date

08/10/2013

Previous inspection date

15/02/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 benefit from a welcoming, inclusive setting. They make good relationships with staff and each other.
- Staff plan and provide a wide variety of interesting activities and experiences for children that support their learning and development.
- Staff work closely with parents and keep them well informed.
- The manager and staff team are committed to continually developing the provision and take effective steps to address any areas for improvement.

It is not yet outstanding because

- Staff do not currently organise role play resources so that children can easily access them for themselves to fully encourage their imaginative play.
- Younger children do not always have opportunities to choose from a wide variety of toys and play materials independently.

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 children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and read parents feedback letters and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

New Vision Day Nursery registered in 2011. It is one of two privately owned settings. The nursery operates from a large hall to the rear of a building in Forest Hill, within the London Borough of Lewisham. There is a fully enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each week day from 8am to 6pm all year round, except for bank holidays and one week over Christmas. There are currently 32 children on roll, who are all in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years old. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are seven members of staff who work with the children including the manager. One member of staff is a qualified teacher. There are three members of staff who hold relevant qualifications at level 3 and two who have level 2 qualifications. One staff member is currently working towards a qualification.

What the setting needs to do to improve further

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

- review the organisation of role play resources so children can easily access these materials to develop and extend their imaginative play
- increase opportunities for the younger children to select toys and play materials for themselves in order to encourage them to make choices and promote their independence.

Inspection judgements

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

Staff plan and provide a varied range of interesting activities for children. They welcome all children into the nursery and gather detailed information about each child's background, starting points and needs. For instance, they ask parents to fill out registration forms and talk to them during visits to settle children in. This helps ensure staff get to know children well and can provide all the support they need. Staff make regular observations of children's achievements and use these effectively to plan activities that build on children's knowledge and skills. As a result, children make good progress in their learning. Staff keep parents well informed on a day to day basis. They talk to parents to give feedback every day and invite them to meetings each term to discuss their child's

progress. Staff encourage parents to share information from home about children's activities and achievements and include this in their assessments. This ensures parents are involved in their child's learning.

Children take part in a balanced routine and are well-occupied throughout the day. Staff help children develop a range of useful skills that prepare them well for the next stage of learning and for school. They focus on children's early language and communication skills and consequently children make particularly good progress in this area. Staff talk to children as they play and encourage conversations. Children listen attentively to stories at circle time. Staff successfully engage children's interest when they change their voice for different characters in a story, or encourage children to share their ideas about what will happen next. Staff support children who speak English as an additional language appropriately, for instance they find out key words from home and incorporate their home language into the nursery through signs, stories and songs.

Staff support children's understanding of size and capacity as they play in the sand tray. They talk to them as they fill different sized containers and give them time and space to experiment for themselves. Staff count with younger children as they build a tower of bricks. They encourage older children as they cut shapes from paper and children are thrilled when they manage to make their own triangle. Children find out about the world around them when they plant tomatoes and carrots in tubs and help care for them as they grow. Staff join in with children's imaginative play outdoors, helping them fill their bicycles with petrol and working out how much they need to play. However, role play materials are currently set up in a separate area of the hall that children do not have free access to. This means that they are not able to freely choose from a range of materials to develop and extend their spontaneous imaginative play. Children of all ages enjoy music and singing sessions at the nursery. They all join in enthusiastically. Older children are eager to share their favourite song while younger children accompany them by shaking and banging instruments.

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

Children make good relationships with staff and each other. Staff have a warm, caring approach and respond sensitively to children's needs. They provide extra cuddles and reassurance when children are tearful or upset, for instance if they are new. This supports children's emotional and physical well-being. Younger children benefit from consistent carers who are careful to follow their home routines for sleeping and meal times which helps children settle quickly and feel secure. Staff provide consistent support and guidance that helps children behave well. They remind children to be kind to each other and help them learn to share and take turns. Children quickly become familiar with the routines and expectations of the setting. They play well together, sit quietly on the carpet at circle time and help tidy the toys away before lunch.

The nursery is bright and welcoming, with plenty of natural light from windows along one wall. A wide range of age appropriate resources are available. Older children grow in confidence and independence as they select a variety of play materials that are stored

where they can easily reach them in low level drawers and shelves. However, although staff set out a good range of toys for younger children to play with, resources for the younger age group are not as well organised to encourage self-selection and promote children's independence. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. They help children gain an understanding of risks and how to keep themselves safe when they remind them why they must not run inside or show them how to use the scissors carefully. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted well. Children learn to manage their own personal needs when they wash their hands before they eat using the liquid soap and paper towels available. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination. Children enjoy well-balanced freshly prepared meals that take into account their nutritional needs. They play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run around, ride tricycles or play a game with a ball.

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

There are effective arrangements to safeguard children's welfare. Staff are appropriately qualified and suitable to work with children through robust recruitment procedures. Staff all attend child protection training. This ensures they are aware of their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. Staff are familiar with policies and procedures through a clear induction process. All required documentation is in place that supports the smooth day to day running of the nursery. The manager monitors staff performance through regular supervision, appraisals and staff meetings and quickly addresses any issues that arise. Staff attend local courses to further develop and extend their skills. This ensures that the staff group is well trained and supported.

Staff show a good understanding of the learning and development requirements. They adapt activities where needed to ensure all children can take part, for instance to include children of different ages and those who have special educational needs. The manager and staff team are committed to continuous improvement and regularly review what they do. For instance, they evaluate activities and monitor children's progress closely using tracking sheets. They take steps to develop the provision and improve outcomes for children. For instance, the manager plans to further develop the outdoor play area to provide more challenging climbing and balancing experiences for children.

Staff work closely with parents and welcome them into the nursery. Parents are kept well informed and have access to a comprehensive range of policies and procedures. Parents comment that they particularly value the friendly, caring approach of staff. They are pleased with their children's progress and feel their children are safe and well cared for. Staff also work closely in partnership with other professionals and agencies where

necessary, such as if children have additional needs. For instance, other professionals visit the nursery as part of their assessments and share strategies for support. This ensures children experience a consistent approach to their learning and care.

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	EY430543
Local authority	Lewisham
Inspection number	935361
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	32
Name of provider	New Vision Day Nursery Ltd
Date of previous inspection	15/02/2012
Telephone number	07956872624

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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