

# Northumberland Heath Day Nursery

141 Brook Street, Erith, Kent, DA8 1JD

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 23/10/2013 |
| Previous inspection date | 28/01/2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | 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**

- Children enjoy strong relationships with staff. Therefore, they are keen to learn, and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the expected developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management are good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.
- The setting is hygienically clean and safe for the children to play and develop in.

### **It is not yet outstanding because**

- There are inconsistent practices to help babies to learn about hand washing.
- Organisation during some mealtimes means children wait for long periods, which can result in them becoming restless.

## 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 in the main playrooms and the garden.
- The inspector spoke with the acting manager, deputy and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked Disqualification and Barring checks and safeguarding policies and procedures.

## Inspector

Rebecca Hurst

## Full Report

### Information about the setting

Northumberland Heath Day Nursery registered in 2010 and is one of a number of settings run by 4Children, a national charity. The nursery is located in Northumberland Heath Children's Centre in Erith, Kent. The nursery is accessible with three base rooms; baby, toddler and pre-school, all of which share access to an enclosed outdoor play area.

During school holiday periods, the nursery has the use of the school field and playground. The nursery has a milk kitchen, changing and sleep area for babies and the toddler and pre-school room share use of a bathroom area. Meals are cooked in the nursery kitchen; there is also a staff room and office area.

The nursery is registered on the Early Years Register and operates Monday to Friday, 8am to 6pm, throughout the year, except for Christmas holiday closures. There are currently 87 children on roll. The nursery provides funded nursery education places for two, three and four-year-olds.

The nursery follows the Reggio Emilia approach to children's learning and supports children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

The nursery employs 13 staff, with the majority holding appropriate early years qualifications. This number includes a floating member of staff and lunch time assistants. The nursery manager holds a level 6 qualification and has 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:

- promote younger children's learning of health and hygiene by helping them to wash their hands before they have any meals
  
- strengthen routines at mealtimes to reduce times children are waiting for food.

### Inspection judgements

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

The quality of teaching is good and planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning,

their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experience. The parents are able to see the children's learning journeys at any time. Therefore, they can view and see the progress the children are making and the next steps which the staff are currently working on to progress them further. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Children take part in activities to teach them about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff support very young children well with new emerging skills such as walking. They make sure floors are clear to enable children to practise and develop their physical skills. During play in the baby room staff support the children well in adapting to new situations and activities. Children enjoy playing with messy activities such as exploring the feel of paint on the paper and using their hands to explore it. Staff use descriptive words helping them to learn new vocabulary. This activity supports children's emerging physical development as well as their creativity through exploration.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers. Children are showing confidence in communicating and are developing their vocabularies and spoken language well.

When children are nearing school age, staff work closely with teachers and the parents to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning. Staff work well with each other and enable children to progress smoothly through the nursery. This supports well children's self esteem and builds on their confidence to become confident learners.

Children of all ages, whether they are in the main nursery or attend as part of the two year offer scheme, have access to a well stocked garden. Children are able to free flow between the playrooms and garden throughout the day. The children are able to transport toys from inside to the outside to enhance further their exploration and learning.

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

Children learn about keeping safe through the staff's effective support and reinforcement. For example, they teach them about tripping hazards and being careful on the steps between the playrooms and the outside areas. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

Staff use resources well to promote all areas of learning. Resources are clean and well maintained. Children are asked by the staff what activities and toys they would like. This

helps children make choices about what they would like to play with. This also helps to promote the children's independence in most cases. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

Staff work with the parents well to settle their children into the nursery. They familiarise themselves with children's interests and use these to settle children in. Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their self-esteem, confidence and emotional security. Children enjoy snuggling up to staff for cuddles, reassurance and support. Babies and toddlers who need a sleep are provided with clean fresh bedding, to ensure their comfort.

All mealtimes are social occasions where children sit and talk about play and what they have been doing at home, with the staff. For the younger children staff sit with them and support their emerging independence skills. Children from toddlers upwards serve their own meals, which allow them to learn portion control and enhances their understanding of healthy lifestyles. The organisation in some rooms at mealtimes leaves children waiting for long periods while staff organise the food and snack. As a result, some children start to get restless. Children have daily opportunities for exercise in their garden areas, which promotes their physical development well.

Children play in a clean nursery where they are protected from cross infection through the good hygiene procedures that are in place. Although toddlers and preschool children wash their hands before meals, there are some inconsistent practices in the baby room. Consequently, staff do not always help the youngest children wash their hands before food is served. This does not help them to develop a secure understanding of their own personal hygiene routines. Children thrive with the healthy and nutritious meals that are on offer and children have plenty of food to have second and third helpings.

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

The setting is currently in the process of recruiting a permanent manager. The deputy is working closely with the acting manager to run the setting. The deputy manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Detailed risk assessments are in place to enable children to play in a safe and healthy learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result, children are cared for by suitable staff.

Staff work closely with the parents and they regular share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with

other agencies that are involved in the children's care. This provides continuity of care and learning for the children, including those with special educational needs.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their development well. As a result, children make good progress. The setting's self-evaluation process is strong. The deputy manager and senior staff work with staff and the head office to work through development and action plans to bring about positive outcomes for all children. Management implement their complaints procedure effectively, addressing any concerns within required timescales. Staff involve the parents by gathering their views on the service they provide. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are very responsive to the users of the service that they provide.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff deploy themselves effectively around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY413190                 |
| <b>Local authority</b>             | Bexley                   |
| <b>Inspection number</b>           | 822612                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 42                       |
| <b>Number of children on roll</b>  | 87                       |
| <b>Name of provider</b>            | 4 Children               |
| <b>Date of previous inspection</b> | 28/01/2011               |
| <b>Telephone number</b>            | 01621827850              |

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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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