

Nell Gwynn Day Care

Nell Gwynn Nursery School, Meeting House Lane, LONDON, SE15 2TT

Inspection date

Previous inspection date

13/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 positive relationships, are happy and keen to learn and rapidly grow in self-assurance.
- Leadership and management is strong. The manager and the staff have a clear vision of the strong practice they are promoting. Staff provide consistent practice to monitor and ensure that children make good progress and are being safeguarded.
- A good range of interesting, stimulating activities are available and unlimited access between the indoor and outdoor environments lets children choose where they wish to play. This encourages their decision-making skills and supports children who learn better outside.
- Robust systems are in place for staff recruitment and training. This means children are cared for by suitably qualified and checked staff.

It is not yet outstanding because

- Although some resources are in place to teach children about technology, they are not used consistently to enhance this area of their development.
- Staff are inconsistent in supporting children with their self care, such as teaching the children to wipe their own noses.

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 in the main playrooms and the garden.
- The inspector spoke with the manager, provider 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 staff's Disqualification and Barring Service checks, inductions records and staff ratios.

Inspector

Rebecca Hurst

Full report

Information about the setting

Nell Gwynn Day Care registered in 2013. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. It operates from the ground floor of a purpose built building, in the Peckham area, within the London Borough of Southwark. There are three enclosed outside play areas. It operates two sessions, during term time only, between the hours of 9am to 12pm and 12.45pm to 3.45pm Monday to Friday. There are currently 16 children on roll within the early years age range. The pre-school employs five staff, including the manager who works with the children. The manager holds Qualified Teacher Status. Two staff hold early years level 3 qualifications and one holds an early years level 2 qualification. The pre-school supports children with special educational needs and/or disabilities and children who learn to speak English as an additional language.

What the setting needs to do to improve further

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

- further provide support for children's self care and increasing independence skills
- provide greater planned opportunities and resources, to enable children to develop their understanding of the world through the use of technology

Inspection judgements

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

The quality of teaching is good. As a result children are progressing well towards the early learning goals. 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 well to identify whether children require any support or extra challenge in their learning experience.

Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and individual education plans are shared with the parents and they work together to meet the children's individual needs. Currently the staff are in the process of completing the required progress checks for two-year-old children and will share these with the parents. The reports enable 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 enjoy having unlimited access between the inside and outside play areas. They move resources between areas and this helps to support their learning activity across play areas. For example children play with sand and bring it into the room to cook in the home area. Staff encourage the children to do this and ask them open questions to promote their emerging vocabulary skills.

Staff are skilled in adapting how they speak to the children in order for them to understand what is being asked of them. This enables the children to be able to succeed well with the activities they are playing with. Staff support the children well in all aspects of their learning. When children are completing puzzles, staff praise them well for their work. Children look pleased with what they have completed and the praise they have received. This greatly promotes their self esteem and their confidence.

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 also support the children who have English as an additional language as they speak the home languages to promote their learning of English. Although children have access to resources to teach them about information technology, these are not used on a daily basis to fully support this area of development.

Children of all ages thoroughly enjoy creative activities. Staff adapt each activity to the children's interests. More and less able children are all able to learn through the activities due to the good quality support from the staff. Staff support the children in attempting to make marks when asked to 'write' their names on their art work. Staff praise the children for their work and children show they are excited for the comments. This promotes children's personal, social and emotional development well.

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

Children's personal, social and emotional development is supported well, as they are happy and settled in the nursery. The key person system works well to ensure that children have secure bonds with the staff, which builds their self esteem and their confidence. Staff work well to support children who are finding it hard to settle into the pre-school. Parents and staff work together to help children settle. For example, staff talk to parents to help children settle through one-to-one attention and provide resources that children are interested in. Children enjoy snuggling up to the staff for cuddles, reassurance and support. This helps to promote children's sense of belonging to the pre-school, as they have a special person to turn to.

Staff teach children about healthy lifestyles by encouraging children to learn about fruit and vegetables and through daily opportunities for exercise. Staff ensure that children develop an understanding of how to use knives and other implements safely. Staff talk to the children about safe handling and use of knives, which helps children to learn to take risks safely. Children enjoy eating a range of healthy fruits and vegetables at snack time. For example, they eat strawberries and apples. They use their communication and memory

skills to recall when they grew strawberries in the garden and who was with them. Children then refer to photographs to see who else was with them. This helps children to develop an understanding of time, through connecting the past and present.

Overall, children are able to manage their own personal hygiene needs well. They need little reminding of the importance of hand washing as they understand the need to wash their hands after messy activities, such as sand play, and before they have snack. Children are able to turn on the taps independently, which means that they can wash their hands when required. However, staff do not fully support children in self-help skills. For example, they do not help them to identify when they need to wipe their noses and how to do it for themselves.

Staff support children to learn how to keep themselves safe. They participate in regular fire drills that allows them to learn what to do in an event of emergency. In addition, staff encourage children to pick up toys after they have finished using them, which helps them to learn how to care for their environment and prevent accidents. Staff use songs to encourage children to tidy up, which provides children with clear signals that it is time to help staff put the toys away.

The pre-school cares for a number of children who display challenging behaviour. Staff work well with the parents and external professionals to put together concise behavioural management plans to support children to learn to manage their own behaviour. Staff support children to learn to share resources and take turns, which helps to develop children's social skills. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. Staff praise children's work and good behaviour, which means that children are well behaved and considerate of others.

The pre-school has close links with the nursery, which is on the same site as the pre-school. This supports children's move into the next stage of their learning well, as staff from the nursery are able to visit the younger children in the pre-school prior to the move. Consequently, children move smoothly into the next stage of their learning and development.

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

All staff working in the setting have a secure knowledge and understanding of safeguarding children and how to manage their behaviour. Robust recruitment procedures are in place to check the suitability of all 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. Children are safeguarded because they are cared for by staff who are appropriately checked and aware of the nursery's policies and procedures.

Staff benefit from regular supervisions and the manager keeps track of staff development to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. A robust induction system is in place to support

all new staff who work in the nursery. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff successfully evaluate their 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. Staff work very closely with parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with parents and carers 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 good continuity of care and learning for all of the children.

The nursery's self-evaluation of practice is strong. Staff involve parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. 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. The nursery also works closely with the head teacher and staff to complete development plans. They have clearly defined targets set that they work towards. The provider is fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463836
Local authority	Southwark
Inspection number	921191
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	16
Name of provider	Nell Gwynn Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	02072528265

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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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