

Daffodils

269 Norbury Avenue, LONDON, SW16 3RN

Inspection date

19/11/2013

Previous inspection date

25/05/2010

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 staff team who have consistent good skills in assessing and planning for children's learning.
- The owner/manager has clear ideas and plans for the future, and works closely with staff to provide continuous professional development.
- Children have healthy lifestyles. They enjoy healthy well-balanced meals and enjoy outings to local shops to learn about different foods from around the world.
- Children can follow their own ideas and set their own challenges, which means they are independent, active learners.

It is not yet outstanding because

- There are few communication friendly spaces within the learning environment, which reduces children's opportunities to talk in small groups.
- Parents do not have sufficient opportunities to contribute to their child's learning and development in the nursery.

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 children at play in each of the playrooms and the garden.
- The inspector met with the manager to discuss safeguarding and evaluation.
- The inspector examined a sample of documentation.

Inspector

Susan McCourt

Full report

Information about the setting

Daffodils Day Nursery was re-registered in 2010 as a limited company. The nursery is one of three nurseries privately owned. The nursery operates from a two storey house in a residential road in Norbury, within the London Borough of Croydon. There is a fully enclosed area for outdoor play. The nursery is registered on the Early Years Register. There are currently 12 children on roll, all of whom are in the early years age group. The nursery is open five days a week all year round and sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently five staff who work with the children. Of these, three have a level three qualification, one has a foundation degree and one has qualified teacher 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 learning environment by providing children with communication-friendly spaces
- develop further the partnership with parents so that they have more opportunities to contribute to their children's learning.

Inspection judgements

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

Staff have a good understanding of how to promote children's learning and development. They understand each child as an individual and plan an effective balance of child-initiated and adult-led activities. Staff provide children with a broad range of activities and resources which cover all seven areas of learning. Children are interested and engaged in purposeful play, with plenty of opportunities to be independent, active learners. This means that they make good progress and achieve within their expected levels of development.

Staff have good teaching skills. They frequently engage children in conversation and use a wide vocabulary to help children extend their communication and language skills. For example, children following a theme of autumn collect leaves from the garden. Staff ask them to find big leaves and small leaves, talk about the colours and talk about having more or less than their friends. This learning is then consolidated when they bring the leaves indoors for a painting activity. Babies also benefit from staff skills in communicating. Staff are consistently at the younger children's eye level, which means that babies can respond to their facial expressions. Babies and young toddlers babble and

try to copy staff talking. Staff repeat what babies are saying to create clear words or a conversational atmosphere. Staff respond well to children's ideas and extend their play. For example, when children start playing hide and seek, staff say 'is that a cat I can see?' and children emerge saying 'miaow'. As a result, children have great fun and play for lengthy periods. Staff are very effective at incorporating children's ideas and interests into the daily routine. Children choose which songs they want to sing, and staff base each verse around one of the children. For example, when singing 'wheels on the bus' they ask each child to say what they would do on the bus, and sing the child's idea. As a result, children are very engaged and join in enthusiastically. When children notice something that interests them, staff follow their ideas, such as talking about the trains they can see from the garden. They emphasise key vocabulary from these spontaneous moments, which children remember later on. Children enjoy using different materials and media such as dough, sand and water play. Children use a wide variety of equipment to play with the sand so they can shape it, sieve it and squeeze it. Staff play alongside and support children to learn new skills, which means that children enjoy more success in building structures out of sand. Children enjoy role play and dressing up. Staff are alongside and ask open questions to encourage their play. This builds children's creative thinking skills.

Staff gather information on children's starting points when talking with parents before children start. Staff have a very effective observation and planning method which means they know each child's achievements in every area of learning. Staff make frequent observations and use them to devise children's next steps. They then devise weekly plans to facilitate children's learning whether it is with certain activities or specific adult-led learning. Plans are individualised so that each child benefits from focused activities each week. As a result, children make good progress in the Early Years Foundation Stage. Staff track children's learning against published guidance every term, so they can identify and address any achievement gaps. Staff give parents a copy of the children's next steps every month, and an annual report, so parents are well-informed of their child's progress. However, staff do not always promote a two-way exchange of information as well as possible, to incorporate parents' views and comments into the planning or assessment methods. Staff work with parents to establish a suitable time for the progress check for children aged two, which is based on children being settled and secure in the nursery. This means that staff can accurately identify children's progress in the prime areas.

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

Staff build very effective key person relationships with children and their families. The key person works with parents to tailor the settling-in process for each family. They adapt the days and times of attendance to support the child to settle well, and as a result children are secure and soon confident to separate from their parents. Staff know the children's individual routines very well and so babies sleep according to their home routine. This means that they are contented and happy in the nursery. Staff have created interesting and engaging learning environments where children can be independent learners. Babies have lots of space to explore and there is always a wide variety of play opportunities on offer as part of the continuous provision. Resources include home-made items and natural or household objects. Older children also have a broad range of activities and play

opportunities, helping them to set their own challenges. Staff use the garden very effectively to provide activities that cover the whole curriculum. Children also freely explore the natural environment which includes mature trees and areas for digging and planting. Currently however there are few communication-friendly spaces indoors and outside. This reduces children's opportunities to withdraw to a smaller space and chat with a friend.

Children adopt healthy lifestyles. All food is prepared fresh on the premises and caters for any allergies and dietary preferences or restrictions. Meals are balanced nutritionally and children eat a range of fruit and vegetables. Children eat with staff and self-serve their food, building their personal care skills. Babies are encouraged to feed themselves and enjoy the independence. The sociable atmosphere supports children to finish their meals enthusiastically. Children have drinks of water available through the day so they are not thirsty. Children learn about healthy foods and go on shopping trips with staff to local shops where they can buy food for the nursery. Children adopt good hygiene habits as staff have well-established routines. Children know that they must wash when they get a little dirty in the garden, and spontaneously go to the bathroom. Children's self-care skills are very strong, and staff provide sensitive support so that children enjoy their success. Children's physical skills develop well. They move with increasing skill and confidence, run in the garden and carry boxes of toys to help tidy up. Children enjoy a wide range of early writing activities, such as writing their names on white boards or using paint. This helps their small muscle development.

Children's behaviour is good. They work together to collect leaves, for example, and pass on equipment when they have finished using it. In this way, children show they have learned good sharing and cooperative skills. Children learn about emotions in stories and when they can compare faces in the thoughtfully placed mirrors. Children enjoy pretending to be scared in garden role play, and comfort each other if a friend is looking upset. For example, a child finds their friend's favourite toy to cheer them up. This demonstrates that children have a growing sympathy for how others might be feeling. Overall, this means that children have the emotional skills they will need for the next stage of their learning when they make the move to school.

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

The owner of the three settings is manager of this setting and she has a very strong understanding of how to meet the safeguarding and welfare requirements. All staff undergo checks with the Disclosure and Barring Service as part of the rigorous recruitment process. There is a comprehensive safeguarding policy and all staff understand their duties should they have concerns about the welfare of a child. Staff are very careful of children's safety and follow the guidance of the nursery's risk assessments when working. They also support children in learning to manage their safety, such as teaching them how to use knives safely at snack time, or in experimenting with physical play equipment. Staff maintain children's records well, and documentation is very well-organised. This supports children's well-being. The owner/manager works alongside staff for several hours each

day and carries out their supervision and appraisals. She understands their skills and supports them with a variety of training and mentor support to support their professional development. Senior staff monitor the work of other practitioners to make sure there is a consistent approach, and staff work together to moderate their work in terms of tracking children's development. This means that staff have consistently good skills in all areas of their work. The owner/manager works with staff to trial new methods of working, especially at the moment when they are developing the recently refurbished building. When trialling new ideas, such as children of different ages eating together at lunch time, they carefully check the impact on children as the measure of success. The staff team also have ideas for the long term benefit of children, such as enhancing their knowledge and understanding of outdoor play and forest school philosophy. This commitment to ongoing improvement means that the nursery reaches and maintains high standards.

Parents appreciate receiving detailed verbal handovers and the regular written information about their child's development. Staff invite parents to read stories and share their experiences, such as talking to the children about Diwali. Parents value staff skills in supporting their children to settle and know that children enjoy the activities on offer. Parents contribute to the self-evaluation process because they complete the annual questionnaire which gathers their views on the nursery's strengths and areas to improve. The nursery has developed strong partnerships locally. Staff work with other professionals from the local authority to support children with additional needs. This enables them to devise shared strategies so that parents, nursery staff and other professionals are providing consistent care. The nursery staff have also developed good relationships with local schools and attend the official days when they pass on documentation about the children moving on to school.

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	EY408250
Local authority	Croydon
Inspection number	914465
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	12
Name of provider	Avenue Nursery LTD
Date of previous inspection	25/05/2010
Telephone number	02087644866

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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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