

Salcombe Day Nursery

33 The Green, Southgate, London, N14 6EN

Inspection date	28/01/2014
Previous inspection date	22/04/2013

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		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

- Staff are kind and considerate towards the children, the effective key person system ensures children feel completely safe and secure in the setting.
- Staff promote effective partnerships with parents, which means children's individual needs are known and respected and the care is consistent.
- Effective planning means the children take part in activities that are fun and challenging, which means they make good progress
- Staff have created a warm welcoming environment for the children, which helps them to feel valued and respected.

It is not yet outstanding because

- Resources in the role-play do not reflect children's family lives and communities. This means children's experiences in this area does not broaden their knowledge of how others in live.

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's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Salcombe Day Nursery was registered in 1992. It operates from four base rooms, on three floors in a converted listed building in the London Borough of Enfield. There is an enclosed garden area for outside play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. A maximum of 86 children attend the nursery at any one time. The nursery is open each weekday from 7.30 am to 6.30 pm for 51 weeks a year. There are currently 120 children in the early year's age group on roll. The nursery receives funding to provide free early education for children aged three and four years. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and or disability and those who speak English as an additional language. The nursery employs 21 staff. All the staff hold appropriate early years qualifications. The nursery also employs a cook and administrative staff.

What the setting needs to do to improve further

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

- enhance children's real life experiences by using resources that are real and natural in the role play area.

Inspection judgements

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

The children play and learn in a busy, happy atmosphere. Their learning and development is enhanced by staff who are enthusiastic, skilled and motivated in their roles. The staff know the children really well and therefore plan a good range of play and learning experiences that excite and challenge the children. Systems for the assessment of children are sharp and precise. This means activities are suited to the individuals learning needs and styles of the children. Staff use good teaching techniques to engage children during play and encourage learning. For example, effective questioning encourages children to reflect and think for themselves. Staff ask the children what else they need to extend their pirate game. Staff allow children to follow their own ideas and learning without interruption and only offer support when needed. This effectively enables children to solve problems and be independent in the decisions they make. As a result, children skilfully develop and incorporate a diving game into their pirate activity both inside and outside. Staff use this opportunity to encourage children to listen to music, count pieces of treasure and make maps. Children are excited to report that 'X marks the spot' and explain they had found '20 pieces of treasure'. Children learn about floating and sinking using shells and the boats they have made. This demonstrates that children are enthusiastic and curious in their learning because staff respond well to their needs and interests.

Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. For example, they use labels with words in English, community languages and pictures that encourage children to think about words and how they carry information. There are very good examples of children's emerging writing skills and children are proud of how they write their own name and make signs for the nursery. Furthermore, children are learning how to communicate using sign language. Children have fun as they explore differing textures they make shapes in shaving foam, laughing as it flies everywhere. They develop an understanding of wet and dry adding water to flour, sand and pasta. Staff and children talk about how the items had changed after adding the water, which extends children's understanding of cause and effect. Although children enjoy using the role play area, the resources do not reflect things used in real homes. This means that , children do not experience images and resources to deepen their understanding of different lifestyles.

Resources in the baby room are very suitable for their age and stage of learning. The good quality low-level furniture means babies are able to reach toys and make their own choices about play. Detailed and precise documents are recorded when children start in the setting which means the staff have a good understanding of the needs of each baby in their care. As a result, babies are very secure and confident and they readily turn to the staff for cuddles and reassurance when needed. These records are updated as the children move through the setting, which means all the children are known to staff and their care needs are very well met. Younger children enjoy completing puzzles and making 'cakes' with the dough developing their hand eye coordination. Children sing familiar songs with staff. They listen intently to their friends who choose to sing a solo this supports their ability to play cooperatively.

The outdoor play area offers space for children to develop their physical skills as they enjoy using a range of different play equipment. The children have great fun as they climb the hill and run down the other side. Those who are less sure, wait for staff support which is offered with kindness and positive encouragement. Children use the large space to make shapes in rope, or use rope and hoops to develop their counting skills. Children count how many hoops they have managed to throw and talk about how far the hoops have gone. The children thoroughly enjoy learning the skills to play football. There is lots of laughter as the children play hide and seek and scream with delight when they are found.

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

The key person system is effective and staff are sensitive to the needs of all children. As a result, children form secure attachments and are confident. This confidence promotes a good level of well-being. The children move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. They enthusiastically help to tidy away which shows a good awareness of responsibility within the nursery. Children's behaviour is very good and they demonstrate a strong sense of belonging. Those who are new to the nursery enjoy cuddles and affection from staff so they feel safe and secure.

Staff help children to understand about keeping themselves safe for example they remind them to walk inside and to use their running skills in the garden. Children know the routines and take an active part in preparing themselves for meal and snack times. They lay the table making sure there are enough plates and cups for their friends. Meal times are social events where staff sit with the children talking about the day's events asking the children what they have enjoyed during their play. Children's health and well-being is successfully promoted by all staff. They know children's dietary needs and any allergies their knowledge is used at meal times to ensure children eat suitable foods. Colour coded plates and labels alert staff and other children to any dietary requirement and allergies, which further protects children as they enjoy the freshly cooked food.

Staff are qualified first aiders and many have specialised training which means they can help any children who may have an allergic reaction to food. Staff help children gain strong levels of independence through daily routines. For example, children are encouraged to consider what clothes they need to wear when in the garden. The priority given to support children's independence skills prepares the children very well for the next stage of their learning.

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

The manager demonstrates a clear drive to make improvements, and good organisational skills, resulting in the efficient running of the setting. Staff show a good understanding of The Statutory Framework for the Early Years Framework and implement it successfully. Staff are valued members of the team and as a result, morale is high. Effective and well-established performance management means that staff are supported well in improving their skills, knowledge and practice. There are good systems in place to monitor the educational programmes and development that children make. The needs of all individual children are known and respected by staff. A strong partnership with parents ensures the care provided by staff is consistent and that the individual care and learning needs of all of the children are met to a high standard.

The manager demonstrates a clear understanding in role in nursery resulting in the efficient running of the setting. For example, she understands her role in keeping Ofsted and other agencies informed of any safeguarding issues in the nursery. In addition, she demonstrates how she takes decisive action to ensure all staff remain suitable to work with children. Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the ongoing safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Through discussion, staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. In addition all staff have completed safeguarding training. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children. Effective and well-established performance management means staff are supported well in improving their skills, knowledge and practice. The manager works closely training and development officers from the nursery chain to ensure the ongoing support of the all the staff. Staff

clearly understand their role in the whistle blowing policy which further protects children. Visitors to the setting are carefully monitored; close circuit television enables office staff to monitor staff practice and visitors to the setting.

Self-evaluation is ongoing and informs focused action plans across nursery to ensure ongoing improvements, which benefit the children. This shows the strong commitment of staff and management to continual ongoing improvement. Staff and parents also contribute to the process through staff meetings, feedback and parents' questionnaires. This results in strong links between priorities and plans for improvement.

Partnerships with parents are well established. There is much information available for parents in the form of notice boards, displays and newsletters. There is a good two-way flow of information through discussions at drop off and pick up times. This provides valuable information for staff to be able to meet the changing needs of the parents and children. The staff have a good understanding of their role in working with outside agencies to identify any children where their progress is less than expected. In addition, the staff work have developed partnerships with local schools which means children and parents feel valued when they move to a new provision.

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	EY286538
Local authority	Enfield
Inspection number	952128
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	120
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	22/04/2013
Telephone number	0208 882 2136

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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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