

The David Nicholas Nursery Centre

Bond Primary School, Bond Road, Mitcham, Surrey, CR4 3HG

Inspection date	14/02/2014
Previous inspection date	07/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 implement effective assessment systems. They use the information gained well overall to plan for the next steps in children's learning, consistently monitoring progress and sharing this information effectively with parents, so children make good progress.
- The staff team has excellent partnerships with parents and successfully engages them in their children's learning, which contributes well to children's progress.
- Staff prepare children well for their eventual move to school, so they have appropriate skills and attitudes to help them make the transfer smoothly.
- Self-evaluation systems are effective in continuing to identify areas for further development and these reflect the management's commitment to improving the provision for children..

It is not yet outstanding because

- There were missed opportunities for younger children to fully engage and extend their ideas in the areas of literacy and the expressive arts and design, so that they are not always motivated as well as possible.

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 held discussions with two parents to seek their views.
- The inspector talked with with all the staff present and with some children.
- The inspector scrutinised a selection of documentation including some policies and procedures.
- The inspector and manager carried out a joint observation of an activity.
- The inspector observed a range of activities.

Inspector

Claire Meyer

Full report

Information about the setting

The David Nicolas Nursery Centre opened in 1991 and registered with Ofsted in 2001. It operates from one room in a building situated in the grounds of Bond Primary School, which is based in Mitcham, Surrey. It is run by the London Borough of Merton. It is registered on the Early Years Register.

A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 8 am to 5.30 am during school term times. Children may attend full day care or morning sessions from 8 am to 1 pm and/or afternoon sessions, which are from 12 noon to 5.30 pm. The nursery also provides wrap around care for children attending Bond Primary School nursery.

There is an enclosed outdoor play area for children's use. There are currently 23 children aged from six months to under five years on roll. The nursery receives funding for free early education for children aged three and four years. Children come from a wide catchment area, as most of their parents travel in to work. The majority of parents work with in the education sector. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications, including one member of staff with a Degree in Early Years Teaching. The nursery has successfully completed the Effective Early Learning (EEL) quality assurance scheme.

What the setting needs to do to improve further

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

- extend the programme offered for the expressive arts and design through following and extending the interests of younger children, such as by encouraging more exploring and playing with a wider range of media and materials
- provide more opportunities for the younger children to handle books, for example, during group story times.

Inspection judgements

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

The staff team has a secure understanding of the learning and development requirements. They make effective use of their knowledge to help all children make good progress overall. The quality of staff teaching is consistently good. Staff interact well with the

children. They use varied questioning techniques to help children learn, giving children time to respond. For example during adult guided craft activities staff ask 'Look, what have you made?' This question prompts children to name and describe their creations, which means that children are prompted to observe, to think and to use descriptive language.

Staff encourage all children to use their communication and language skills more and more as they progress through the nursery. Staff provide lots of labels, text, print and pictures associated with a national literacy project around the setting that further support children's language development. This provision shows improvement since the last inspection. All these strategies help children become confident communicators in readiness for the next stage in learning.

Staff use many different teaching methods to help and support young children's learning effectively: for example, staff model language by describing what children are doing. They support children's independent play, setting realistic challenges and exploring children's ideas, showing that these are valued. The impact is that children develop confidence and are gaining the skills across all areas of learning to become independent learners in preparation for their eventual move to school.

Staff have a good understanding of how young children learn and help all children, including those learning English as an additional language and with emerging special education needs and/or disabilities to make good progress based upon their own individual starting points and capabilities. Staff establish starting points for all children on entry to the nursery. They undertake regular, precise observations that are used effectively to plan challenging activities for children. These experiences build on what children already know, understand and can do, so their learning is progressive. This system led, for example, to an activity offered for babies to explore musical instruments that expanded the babies' experiences. Nevertheless, overall staff miss opportunities to provide the youngest children with a wide range of first hand experiences in the programme for the expressive arts and design, and also for some aspects of literacy, such as engaging them in handling books.

Staff work extremely closely with parents so everyone knows what children need to learn next, so parents are able to support learning at home. A strength of this partnership is good two-way communications, which include detailed information about the progress check for children aged between two and three years.

Staff provide a stimulating environment that is well resourced both indoors and outdoors. It provides lots of opportunities for children, particularly the older ones, to investigate and experience things and to 'have a go' through active play across all the areas of learning. Children have and are encouraged to develop their own ideas, make links between ideas and to develop strategies for doing things. This is achieved within a good balance of child-initiated and adult-led activities. The impact of which is children who are and become resilient, confident and active learners in readiness for the next stage of their early education.

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

Staff implement a well-established 'key person' system, whereby staff take responsibility for a particular group of children, coming from a very consistent and stable staffing team. The children develop secure emotional attachments with their key person which helps them grow in independence: for example, children serve one another their breakfast and tea. Children enjoy taking on such suitable responsibilities, taking any left over breakfast out to the bird table.

Staff teach children who are old enough to manage their personal needs, such as using the toilet independently when they need to, and teach them to wash their hands afterwards. This helps children practice good hygiene routines to prevent the risk of cross infection. Staff plan specific activities that help children understand the fundamentals of healthy living. For example, during cooking activities staff teach children to understand issues surrounding the spread of germs and risks to health. Children learn that 'licking your fingers is about your own germs' but that licking a spoon and putting back into the icing mixture could potentially spread infection. This example demonstrates that staff teach children new ideas in ways that are meaningful to them.

Staff provide strong role models which help children learn to behave well. They guide children in understanding suitable expectations of acceptable behaviour and most of the time this is evident. Staff intervene quickly when necessary. They teach children to get on well together and to take turns, sometimes using timers to help them do so.

The staff team set up the resources, activities and planned learning environments to provide children with choice, which helps children be independent in their play. Overall, staff use resources well. For example, they provide a 'visual timetable' to help children understand how sessions run. This system helps children's emotional security because they know what is going to happen next.

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

The provider ensures the requirements of the Early Years Foundation Stage are met. The manager provides very effective leadership. The team is evidently committed to developing their knowledge, competence and skills in delivering these requirements well across all the areas of learning and development. They provide appropriate focus on the most important areas of learning as necessary. They match activities to the individual needs of the children, so all make progress. The manager has a rigorous tracking and assessment system to ensure children are progressing as expected. As a result children with emerging needs are picked up early and appropriate intervention measures sought and gaps in development are closed effectively.

Staff are suitably qualified and one holds a relevant degree, and they engage in continuous professional development. There are good mechanisms to identify any emerging training needs and relevant courses are sought to address these weaker areas

of practice. This process demonstrates a determination to drive up standards of teaching.

Management places a strong emphasis on safeguarding children's well-being. Recruitment, monitoring and supervision are sharply focused on safeguarding and child protection. Children are looked after by staff that have been thoroughly checked for their suitability to work with children. Children play in safe environments owing to the effective risk assessment undertaken by staff.

The manager and the leadership team have a clear understanding of the quality of their provision. They use a quality assurance scheme which has helped guide improvements for children's experiences. For example, the 'design area' has been improved to provide all children with easier access to water and sand equipment. This has allowed the youngest children to reach and engage in exploration of these materials. Overall, however, these children do not have such good exploratory experiences as the older ones. The management team has addressed recommendations made at the previous inspection and instigated other improvements of their own accord, such as the language development scheme. These changes demonstrate the ability to drive improvement. Language audits have led to improvements in the quality of teaching so that all children progress well in their language acquisition.

The management team uses 'reflective practice' very well, seeking, for example the views of children and families to help identify where improvements can be made. As a result, changes are often implemented demonstrating there are strong partnerships in place with parents, with external services and the local community.

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	138224
Local authority	Merton
Inspection number	825701
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	23
Name of provider	London Borough of Merton
Date of previous inspection	07/10/2009
Telephone number	020 8687 1356

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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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