

Avalon Creche

Pre-School Learning Alliance - Lewisham Subcommittee, Concept House, Rear Of 103, Boundfield Road, London, SE6 1PF

Inspection date

01/04/2014

Previous inspection date

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

- The bright and stimulating nursery environment is well resourced. It provides plenty of opportunities for children to move and play freely. Children develop close relationships with their key person, helping them to feel settled and secure.
- All staff know their children well and plan effectively for each individual child based on their interests and developmental needs.
- The nursery is well organised and efficiently managed. The staff are very committed and work well as a team to improve standards to benefit children's care and early education.
- The nursery develops very good partnerships with parents; they work closely together to support children's learning and care effectively.

It is not yet outstanding because

- There is scope to develop the outdoor area to provide opportunities for children to see words and labels, which will enable them to further develop their literacy skills.

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 staff and children participating in activities in the inside and outside areas.
- The inspector carried out a joint observation with the manager inside.
- The inspector spoke to parents and children on the day to gather their views.
- The inspector held discussions with staff.
- The inspector sampled a range of documents including children's assessments, children's details and other relevant information.

Inspector

Marvet Gayle

Full report

Information about the setting

Avalon Creche caters for children aged from six weeks to five years. The Creche registered in 2013 on the Early Years Register. It operates from three playrooms, located on the ground floor of a purpose built building situated in the London Borough of Lewisham. There is an enclosed outside play area. The Creche operates between the hours of 9am and 3pm on Monday, Tuesday and Thursday and from 8.30am to 4.30pm on Wednesday, during term time. Sessions are for parents who are attending training. There are 20 children on roll. At present, nine staff, including two managers are employed and currently job share this role; one manager holds a qualification at level 5 and the other at level 4. The staff hold early years qualifications at levels 2 and 3.

What the setting needs to do to improve further

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

- develop opportunities for children to see and access a range of prints in the outdoor environment, enabling them to further progress their early literacy skills.

Inspection judgements

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

Children make good progress in this secure, stimulating and inclusive environment. All the staff know the children and support their individual needs, interests and preferences really well. Children have built secure and trusting relationships with staff who are dedicated to making sure their time at the creche is a positive experience. Children have fun at the creche. They spend their time purposefully playing very well both independently and with others. The quality of teaching is good. Children eagerly participate in a range of exciting and stimulating adult and child-initiated activities and experiences, which cover all areas of learning. This ensures all children make good progress in their early learning and development.

Children's communication and language skills are developing well. Staff continually talk to the children as they engage with them while they play. Children enthusiastically talk about a spider they find in the garden. Staff effectively encourage children's early communication in a variety of ways, including the use of skilled questions. For example, staff ask children about the bubbles, 'where has it gone I wonder' and encouraging children to think about their answer. Children independently access resources, which are all at their level. They enjoy story time with the staff and join in with the story. Staff use print indoors in a variety of ways to show children that words have meaning. For example, staff use labels throughout the environment. However, there are limited opportunities for children to see and access prints in the outdoor area. Consequently, their understanding

of how these can be used in different contexts is not fully enhanced. Everyday events are used well by staff to encourage children's early mathematical skills. They help children count, and use mathematical language in play, such as, talking about, 'fast and slow, small and bigger'. As a result, children are beginning to develop the concept of movement, preparing them for future learning.

Children have good opportunities to learn about living creatures in the natural world around them. For example, they talk about a spider they find outside and how it looks sad and why it might be sad, linking their learning to their experience. All children enjoy exploring messy and creative play activities. They readily look and feel for the animals hidden in the cornflour, explore and decorate their Easter egg. Allowing the children to develop and extend their imagination well.

Staff actively promote and support equal opportunities and diversity with the children. Staff meet children's individual needs very well and all children are included in activities as they play. Children who attend with English as an additional language are supported very well. For example, children can access books, which contain words in their home language. Staff learn key words from parents to support the children and understand their needs in order to ensure they are appropriately met. Language boards and posters are displayed in the creche. Children learn about the lives of others and different countries in a variety of ways. This includes acknowledging different cultural festival.

Strong links are in place between the creche and home. Staff are aware of the children's starting point through information shared by parents and their settling in observations. This helps staff to plan a range of play activities and experiences tailored to each child's needs. Parents are encouraged to look at their children's learning journey file and to discuss their child's progress with their key person. Staff invite parents to give details of their children's learning at home and give ideas that will help their children to make progress. This helps to support children's learning at home. Staff also share completed progress checks they make on children when they are two years old. Children's progress in all areas of learning is helping them develop their skills, attitudes and dispositions they need to be ready for school or their next stages in their learning. Good relationships and systems are in place with local schools and pre-school to enable children's move onto the next stage of their learning smooth. This includes staff from other educational settings visiting the children to meet with them, which will help them to feel confident and less apprehensive about starting school.

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

Children are happy and settled in this friendly and well-organised creche. Children form secure and trusting attachments with their key person who meets their individual needs well. Children demonstrate how comfortable and confident they feel. For example, they are happy to greet staff with a hug and each other. Staff are calm, caring and offer plenty of support and reassurance to the children who feel unsettled. The creche environment is a delightful place for a child to be. All areas of the indoor environment is inviting and provides visual stimulation, from displays of children's work to photographs;

this creates a good sense of belonging for the children. The wide range of toys and resources are of a high standard, safe and colourful. They are all readily accessible to enable children to make independent choices and provide curiosity and first-hand experiences for the children.

Children are well behaved, interested and motivated. Staff are positive role models and set very good examples to children to encourage them to be helpful, kind and polite. Children's self-esteem and confidence is developing well as staff offer regular praise and encouragement as they play and achieve. As a result, children have a willingness to participate, learn and develop good habits for the future. They learn about turn taking and sharing. They understand rules of expected behaviour, for example, helping to tidy up after they play. This helps children to develop an understanding of responsibility and self-esteem.

All children develop a range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why and when they should wash their hands and children are encouraged to put their apron on independently before playing in the water. The creche provides freshly nutritious snacks of fresh fruits and vegetables, which children thoroughly enjoy. Snack times are sociable occasions where all children are encouraged to help themselves and they readily talk to each other and staff. Children are beginning to develop a healthy lifestyle. For example, they access the outside environment to play and enthusiastically using a range of equipment, which helps promote their physical skills and coordination.

Children play and learn in a safe environment, as a result of staff completing a range of safety checks each day. Staff deploy themselves very well to ensure that children are supervised and kept safe in both the indoor and outdoor environments. Children learn about the importance of keeping themselves safe. For example, they regularly participate in the creche emergency evacuation and staff engage children in ongoing discussion about being safe.

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

The creche meets all of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage very well. Staff provide a very welcoming environment where all children are valued and respected. The manager and the enthusiastic staff work very well together. They support each other, ensuring that they all fully understand their roles and responsibilities. Thorough procedures are in place for staff recruitment, induction and vetting. These are followed to ensure all staff working with the children are suitable to do so. Staff has a secure understanding of safeguarding procedures. They are clear about their individual roles and the procedures to follow if they have concerns about a child in their care. This helps to promote children's ongoing safety and welfare. All staff are fully aware of the creche's comprehensive policies and procedures. They meet regularly as a team to discuss aspects of the creche, share ideas and views. This helps to promote consistency in their

approach and the ongoing improvement of the creche.

The secure systems in place for the ongoing self-evaluation of the creche are good. These take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued and considered. This also leads to a clear awareness of the strengths of the creche and the identification of areas for development. There is a strong culture of continuous professional development among the staff, who welcomes ongoing training opportunities. The creche manager is a highly effective role model for her motivated staff team. She completes the regular supervisions and annual appraisals on staff. This is achieved with the support of the creche leadership team who regularly visit and are fully involved with the organisation and future development of the creche.

Staff understand their responsibilities in meeting the learning and development requirements. They carry out detailed effective planning and observations on all children in their care. This means that they provide children with challenging, interesting, exciting activities that enable them to learn and develop as they play. Each child's key person knows them well and has an accurate understanding of children's skills, abilities and progress. Good partnerships with other professionals and settings the children attend ensure staff can meet the needs and requirements of all the children. This also ensures the continuity of each child's care and learning. Very good relationships with parents are in place. Information is readily available to parents through the detailed notice boards around the creche and the entrance area. Parents' views obtained on the day of inspection are very positive. They state how happy their children are in the creche and the approachable and caring staff. They appreciate the staff's friendly and welcoming attitude and the information they receive on their child's day and development.

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	EY467203
Local authority	Lewisham
Inspection number	937311
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	20
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	02086955955

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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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