

# Lavender Nursery

Tamworth Farm Recreation Ground, London Road, Mitcham, Surrey, CR4 3LA

<b>Inspection date</b>	30/01/2014
Previous inspection date	10/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress in this well-organised nursery. Staff cover the required areas of learning by planning well and they provide a wide variety of activities that they base on children's interests and skills.
- Children select resources of their choice to create their own play and staff balance this well with some adult-led activities.
- Children move freely between the indoor and outdoor play areas, which helps children to develop their independence through choice. Staff support children's literacy well by encouraging them to look at books, and the practice of having focus books means that all children enjoy favourite stories together.
- Staff assess children's progress regularly and use this information effectively, to inform planning.
- Staff have nurturing, warm relationships with children, which results in children being happy and settled.

### It is not yet outstanding because

- There is capacity to provide wider range of natural resources within the nursery garden areas for children to explore and investigate plant activity throughout the seasons.
- There is scope to improve upon the written children's assessments to provide parents with more information about children's ages and stages of development making more direct links to the expected outcomes for children.

## 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 had a tour of the nursery.
- The inspector conducted observations in each of the rooms and the outdoor play area.
- The inspector and manager carried out a joint observation of an activity.
- The inspector checked documentation, staff and children registers, accident report forms and complaints file, as well as the progress check at age two.
- The inspector had discussions with staff, children and parents during the day.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

Lavender Nursery was registered in 2005. It is part of the wider service offered by Lavender Children's Centre in Mitcham. The nursery is situated at Tamworth Farm Recreation Ground on the London Road. It is accessible to all users, with public transport connections and parking facilities nearby. The nursery is purpose-built and access is via automatic doors that lead to a reception area. Children use four rooms, all of which lead out to secure outside play areas. There is also a separate baby sleep room and a further room for quiet activities.

The nursery is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. There are currently 85 children on roll, aged from three months to four years of age. The nursery is open each weekday for 49 weeks a year, from 8.00am to 6.00pm, and children may attend full or part time.

The nursery employs 24 staff overall. Three members of staff, including the manager hold a degree in early years childcare. One member of staff holds the Early Years Professional Status. Nineteen members of staff hold early years qualifications in childcare to level 3.

### What the setting needs to do to improve further

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

- enhance the present areas for children to grow plants, by providing them with opportunities to plant bulbs for the spring, or vegetable seedlings throughout the year, to support children's understanding of growth
  
- enhance the present progress checks on children by making more direct links to the expected outcomes for children, so that parents have more information about their child's progress.

### Inspection judgements

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

Children make good progress in this well-organised nursery. Staff cover the required areas of learning in planning well and provide a wide variety of activities that they base on children's interests and skills. Children select resources of their choice to create their own play, and staff balance this well with adult-led activities. This enhances the structure of children's learning, giving them variety, and providing opportunities to develop their thinking and extend their learning. Children move freely between the indoor and outdoor play areas, which helps children to develop their independence through making choices.

Staff support children's literacy well by encouraging them to look at books, and the practice of having focus books means that all children enjoy favourite stories together. Babies respond well to music and sounds, as staff sing and talk to them in simple clear sentences. Older children recognise their names on coat pegs on arrival, which supports their early literacy. Some children are beginning to write their names on their artwork. Staff encourage children to explore the properties of sand, digging with spades and filling containers. Children discover what happens when they mix flour and water; they observe the change in consistency and staff extend their experiment by adding colour. Children bring their own ideas to the activity by turning it into role-play, using model animals, such as dinosaurs and lions. Staff frequently ask questions that encourage children to think, and they introduce new words to extend children's vocabulary. Children learn about size, shape and numbers, as they build blocks and make models from construction toys. Staff use daily opportunities to encourage children's counting skills; for example, at lunchtime, they help children to count how many are sitting at the table. Older children are beginning to recognise numbers, as they are on show throughout the nursery. These activities help children to develop good skills for later use in school.

Staff help babies' early communication, because they sit with them to browse through books, and babies point to familiar objects whilst making vocalisations. They enjoy playing with interactive toys and learn to press buttons to create an effect, such as a musical sound. Babies sit on the floor with crayons and chalks, and create patterns. This stimulates their curiosity about colour, as well as helping their developing their hand and eye coordination.

Children like the free-flow opportunities to play outside, where there is a good range of challenging toys and equipment. Children ride wheeled-toys around bicycle paths, and they climb and balance on a variety of equipment. Staff plan the outdoor environment well. There is a large undercover area which allows children to engage in role-play activities outside, as well as indoors. Children also have natural areas to plant and grow; however, staff do not use these fully effectively, to create attractive areas that reflect the seasons, as well as to enable children to learn about the life cycle of plants and how vegetables grow.

Staff assess children's progress continually, and use this information to inform planning. They carry out regular observations of children and evaluate them to plan effectively for children's next steps for learning. Children have regular progress checks to assess their strengths and weaknesses. However, written summaries do not set out clearly the match between children's progress and the levels of achievement expected for their age and stage of development, so that information for parents in this respect is not clear.

Parents positively contribute to their children's learning by sharing with staff their observations of what children do at home. This enables staff to add this information to their planning, showing how staff and parents work well together to ensure children make good progress overall.

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

Staff have nurturing, warm relationships with children, which results in children being happy and settled. They know the children well because staff take time, through home visits, to find out about children's interests and abilities. Staff then use this information as children's starting points, to plan activities to meet children's individual needs. This helps babies and young children to settle well.

The nursery is well organised, attractively presented and, overall, resourced well. Babies play in clean rooms with warm floors, which encourages them to crawl and explore in comfort. Children learn to be responsible for their environment because staff teach children to take care of their resources. For instance, staff introduce a game to help children to tidy areas after use, to keep it ready for new activities and other children. Children behave in safe ways, and show this by walking sensibly indoors and by handling tools, such as scissors, safely. Children have good self-care skills and see to their own personal hygiene needs. Staff change nappies in hygienic, comfortable areas which support babies' well-being.

Children show good independence skills. They take an active part in serving themselves at lunchtime and helping themselves to water throughout the day. Children have nutritious, appetizing meals and snacks that cater for special dietary needs. Children develop healthy habits because they take daily exercise, in all weathers, in the spacious garden.

Staff manage children's behaviour well. They use set strategies that analyse the reasons for children's behavioural patterns. This enables staff to anticipate children's moods and helps them divert children before problems arise. Staff are calm and fair in their approach and correctly use praise to motivate children and promote their self-esteem.

The nursery system enables children to move to different group rooms with ease. Children who move to school receive strong support because of the good links the nursery has with schools in the area.

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

This inspection was brought forward primarily because Ofsted had received concerns in relation to the safeguarding and welfare requirements.

Following an unannounced visit conducted by Ofsted on 16th September 2013, a notice to improve action was set under Risk assessment, asking the provider to ensure the procedure for assessing any risk to children's safety includes analysis of accidents that have occurred, to demonstrate how the risk can be removed or minimised. The provider took prompt and appropriate action by improving their risk assessment process to cover an analysis and prevention of accidents. At this inspection all aspects of the concerns were looked into, and it was found that the provider has good procedures in place to keep children safe. The manager correctly informs Ofsted of any changes or incidents that may

affect their registration. There are good systems for recruiting staff and providing them with a secure induction programme. As a result, staff have relevant qualifications and experience for their roles and responsibilities. All adults having contact with children have completed full Disclosure and Barring Service checks, and the provider regularly reviews these to promote children's safety. The safeguarding policies and procedures reflect the requirements of the Local Safeguarding Children Board, and staff know the procedures well. Staff also receive regular training, supervision and appraisals, so they have a strong understanding of child protection and how to help keep children safe. The premises are very clean with good security. The manager is an enthusiastic leader who has fully implemented all previous recommendations and continues to drive improvement over time. She sets out a vision for the future and involves all staff, parents, and children themselves, in evaluating the effectiveness of the nursery. The manager also welcomes advice from other professionals, and she works closely with the local authority advisors, making use of the quality assurance programme. Good links with the local children's centre also help to improve practice. These factors combined, have ensured that the nursery maintains a good standard. The manager oversees the education programme by monitoring staff and making observations within the rooms, to gain a good overview of the progress that children make. The manager is also reviewing the current systems of staff for tracking children, to ensure judgements on children's progress are consistently accurate and correct.

Parents receive regular newsletters and information about nursery events, both verbally and through emails. They participate in completing parent questionnaires and take part in training sessions and workshops about nursery events. There is an effective parent committee, which helps make the partnership strong. All parents spoken to during the inspection confirmed their high degree of satisfaction with the service the nursery provides. They say the staff are very friendly and know their children well.

The nursery also has good partnerships with local schools, which makes children's move to school very smooth. Prior to children's leaving, staff and children visit schools, and staff prepare a final 'graduation ceremony', to celebrate children's move to their new 'big school'.

### **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

<b>Unique reference number</b>	EY305277
<b>Local authority</b>	Merton
<b>Inspection number</b>	947086
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	85
<b>Name of provider</b>	London Borough of Merton
<b>Date of previous inspection</b>	10/12/2010
<b>Telephone number</b>	020 8646 8481

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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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