

# Inspire Day Nursery

68 Windmill Road, CROYDON, CR0 2XP

## Inspection date

Previous inspection date

25/03/2014

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

- Children benefit from a clean, well maintained and welcoming environment. They have access to a varied range of good quality resources and play materials that support their learning needs.
- Children take part in a balanced routine and enjoy a wide variety of activities and experiences that help them make good progress in their learning and development.
- Staff have positive relationships with parents and keep them well informed about their child.
- The management team are committed to continuous development and take effective steps to monitor the nursery and identify any areas for improvement to improve outcomes for children.

### It is not yet outstanding because

- Some resources such as books are not effectively organised to encourage children's learning.
- Staff have not fully developed the use of the outdoor play space to support children's understanding of the world.

## 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 in all the playrooms in the nursery taking part in indoor and outdoor activities and during care routines and meal times.
- The inspector had discussions with managers and staff.
- The inspector sampled records including children's files, policies, procedures and risk assessments and staff's suitability records.
- The inspector spoke to parents at the setting and took account of their views.

## Inspector

Rebecca Khabbazi

## Full report

### Information about the setting

Inspire Day Nursery registered in 2013. It is privately owned and operates from a converted building within the London Borough of Croydon. Children have access to seven playrooms over two floors. There is a lift for access to the first floor as required. There is an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 170 children on roll, who are all in the early years age range. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery supports children who have special educational needs and/or disabilities and those children who are learning English as an additional language.

There are 20 members of staff who work with children in the nursery including the provider and the manager. The provider holds Early Years Professional Status and the manager holds a childcare qualification at level 4. There are nine members of staff who hold relevant qualifications at level 3 and five who hold qualifications at level 2. There are four staff members currently working towards qualifications.

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

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

- review the organisation of the book areas in the playrooms in order to create comfortable and inviting spaces to support children's communication, language and literacy skills
- increase opportunities for children to use the garden to explore and investigate the natural world.

## Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information before children start about each child's background, starting points and needs. For instance, they ask parents to fill in 'all about me' sheets and talk to them during settling in visits. This helps staff get to know children well and ensures they are familiar with their individual needs. Staff make regular observations of children's achievements and identify the next steps for their learning. They plan a wide variety of interesting activities that build on

children's skills and interests and robustly reflect the educational programmes of the Early Years Foundation Stage. As a result, children make good progress in their learning in relation to their starting points and capabilities. Staff talk to parents every day to give feedback about their children's care routines, activities and achievements. They invite parents to regular reviews to discuss their child's progress and parents can take their child's file home to read. This helps ensure that parents are effectively involved in their child's learning.

Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's early language and communication skills effectively. They sing songs and rhymes with babies, who show excitement and clap their hands at the end. Staff talk to children as they play, ask questions and encourage conversations. They successfully build older children's confidence to speak in a group when they give them the time they need to answer and remind the other children to listen quietly. They engage children's interest in books when they read them familiar stories and children remember the well-known words and phrases. Children learn about the world around them when they recognise the American flag in the story and talk about life in other countries. Children have access to a range of books in each of the playrooms. However, resources are not always organised to create inviting, comfortable quiet areas to encourage the children to share stories independently. Staff support children who are learning English as an additional language appropriately. They find out key words from home to support children as they settle in and some children benefit from communicating with staff who speak their home language.

Staff support children's understanding of number, size and measure well during everyday activities and routines. They encourage toddlers to hold up their fingers during number songs and help them count as they sing. They engage older children in a game in the garden, taking turns to count how many seconds it takes them to go around the garden on a scooter. They help children compare their time with their friend's time and encourage them to work out who is the fastest. Children enjoy playing outside, but the outdoor area is not fully developed to support children's understanding of the world. For instance, children do not currently have good opportunities to grow and care for plants or explore and investigate the natural world outdoors. Staff provide numerous opportunities for children to be creative and express their imaginations. Younger children enjoy drawing with chalks, filling containers in the sand tray or getting messy with paint. Staff encourage older children's imaginative play when they join in with their game in the home corner and make suggestions for further resources to use, such as dressing up clothes. Children benefit from a balanced routine and are well stimulated and occupied through the day.

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

Children build good relationships with staff and each other in the nursery. Babies benefit from consistent carers who are attentive to their individual needs. Staff follow children's familiar home routines for sleeping and feeding when they start. This effectively supports their emotional and physical well-being and helps them feel secure. Staff provide calm and consistent support and guidance to children that helps them behave well. They gently

remind the children of the rules and expectations of the nursery and encourage them to play nicely, be kind and take turns. Children are familiar with routines such as lining up to go outside and they sit quietly on the carpet at circle time.

The nursery is bright, welcoming and well maintained. Effective systems are in place to ensure that all areas of the nursery are hygienically clean, including staff rotas for washing toys and cleaners who come in twice daily. Staff make daily risk assessment checks of the nursery and garden to make sure all areas are safe. They are vigilant in supervising children at all times. They make sure that enough staff are always present and monitor older children in the toilets for safety. Children learn about risks and how to keep themselves safe when they remember to walk up and down the stairs carefully holding on to the rail. They take part in regular fire drills so that everyone knows what to do in an emergency. Playrooms are mostly well organised and a good range of age appropriate resources are available according to children's age and needs. Play materials and resources are clean and in good condition. Children grow in confidence and independence as they select a variety of easily accessible play materials for themselves or find their own coat and wellington boots to play outside.

Children's good health is promoted effectively. Children learn to manage their own personal needs when they wash their hands before they eat or get a tissue independently to blow their nose. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which helps minimise the risk of cross-contamination. Children benefit from varied meals and snacks that are freshly prepared on the premises and take into account their nutritional needs. For example, they enjoy a variety of fruit at snack time and pasta for lunch. Older children serve themselves second helpings and scrape their plates when they have finished, helping them develop good independence. Children all play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they ride bicycles and scooters or play a game with the hoops. Staff give praise for their efforts and encourage them to try new challenges, such as going all the way around the playground on the scooter in a faster time. This challenges children's physical capabilities in a fun way.

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

There are robust procedures in place for recruitment and vetting to ensure that all staff are suitable for their role and to work with children. This safeguards children's welfare. All staff complete child protection training and know what steps to take if they have concerns about a child. All of the required documentation that supports the day-to-day running of the nursery is in place and is well organised and up to date. The management team monitor staff performance effectively through peer observations, supervision and appraisals. Staff have good opportunities to attend local training courses to further develop and extend their skills. As a result, the staff team is well trained and supported, which benefits the children's care and early education.

Staff show a good understanding of the learning and development requirements. They

monitor children's progress closely through observation and assessment, for example by using tracking sheets. They adapt activities where needed so that all children can take part, which promotes equal opportunities. Staff seek appropriate support and advice if they identify children who may have additional needs and work effectively in partnership with other professionals as appropriate. This ensures that children experience a consistent approach. Staff also work closely with parents and encourage their involvement in the nursery. For instance by offering regular opportunities to join in with activities with their children and staff, such as during volunteer week or on a parents' day. Parents have access to a wide range of information about the nursery including policies and procedures so they understand how the nursery cares for their child. They comment that staff are very friendly and make them feel welcome. They feel their children are well cared for and safe at the nursery and they are pleased with the progress their children make.

The management team are committed to continuous development and work hard to make changes that will improve outcomes for children. They have introduced new systems for monitoring and evaluating the nursery that have led to improvements in staff's practice. For instance, planning has been updated to allow for a good balance between adult- and child-led activities and parents are more involved in the nursery. There are clear plans in place for the future, such as improvements to the outdoor area and the development of a sensory room. These improvements ensure children continue to benefit from new and varied challenges that support their learning well.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY462144
<b>Local authority</b>	Croydon
<b>Inspection number</b>	955668
<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>	106
<b>Number of children on roll</b>	170
<b>Name of provider</b>	Inspire Day Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 684 8177

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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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