

Catherine House Day Nursery School

71 Tressillian Road, Brockley, London, SE4 1YA

Inspection date	23/04/2014
Previous inspection date	09/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 who learn better outside enjoy good opportunities to investigate and explore in the well-resourced garden area.
- The staff team have a secure understanding of safeguarding and therefore children are able to play and learn in a safe environment.
- The quality of teaching is good. Consequently, children make good progress in their learning and development and are motivated to learn.
- Staff promote children's personal, social and emotional development effectively. Children learn to make good relationship with adults and their friends, and behave well.

It is not yet outstanding because

- Staff do not always use daily routines, such as lunchtime, as potential learning opportunities.
- Staff do not always promote younger children's physical development and independence during meal times.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector sampled children's development records, planning documents, and a selection of policies and procedures.
- The inspector checked staff's Disclosure and Barring Service checks and the setting's safeguarding policies and procedures.

Inspector

Rebecca Hurst

Full report

Information about the setting

Catherine House Day Nursery School was registered in 1998 and is part of a chain of privately-owned nurseries. It operates from a large three-storey Victorian house in a residential area within the London Borough of Lewisham. The children are located in five nursery rooms and have access to an enclosed garden area.

The nursery serves the local area and is open Monday to Friday from 7.30am to 6pm. There are currently 139 children on roll, all of whom are in the early years age group.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years of age. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There is a team of 28 staff working with the children. Of these, six have Qualified Teacher Status, and one has Early Years Professional Status. Six staff are currently working towards an early years qualification.

What the setting needs to do to improve further

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

- use everyday routines, such as lunchtime, to promote children's learning while they wait for their meals

- provide more opportunities to promote younger children's physical development and independence at meal times.

Inspection judgements

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

The quality of teaching is good. As a result, all children make good progress in their learning and development. Staff plan activities based on the individual interests of children. Consequently, children are interested in the activities provided and are motivated to learn. Staff assess children's progress and identify any areas for development and incorporate these into planning. There are good systems to encourage parental input. Staff take time to ask parents about their child's development at home. This regular exchange of information means that activities can be adapted to meet children's changing needs, and encourages parents contributions to children's development records. Staff

complete the required progress checks for two-year-old children and share their finding with parents, to keep them fully informed of their child's development.

Staff are skilled in encouraging children to learn about numbers. They use printed numbers and count out the number of beads they need to make up that number. The member of staff adapts the activity when she sees that the children need extra challenge. When a child has a number nine card, they begin to count the beads. When the child reaches seven, the member of staff asks 'How many more do you need to make nine?' Consequently, older and more able children are developing good mathematical skills, which help them to be well prepared for the move to school. Staff work with local reception teachers to help ensure that older children will settle well, when the time comes.

Children show confidence in communicating and are developing their vocabularies and spoken language well. Staff teach children to practice their early writing skills. Children use pasta to cover the letters of their names, to practise their spelling. Children are skilled in spelling out their names as they write. Staff help very young children to develop their emerging physical skills, such as walking or crawling. Staff make sure floors are kept clear to allow children to practise this new skill and promote their physical development.

Staff provide 'messy activities' to enable younger children to be creative by printing with wooden animal shapes using different coloured paint. Staff support the children well promoting their learning and development through exploring the textures of the shapes and talking about the colours they are using. Some routines are not effectively managed to meet all the children's needs. Children become restless when waiting for their meals to be ready as they sit up to the table too early. Although staff sing with the children, they are left waiting. Staff do not use this time effectively to further promote children's learning.

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

Staff promote children's emotional security well, through the effective key-person system. They gather information about children's individual needs from the outset, and know the children well. Consequently, children are happy and settled.

Staff teach children about the wider world. They provide a broad range of resources and displays in each base room that provide positive images of diversity, including those of culture, gender and disability. Staff enable children to explore different cultural festivals that are meaningful to those that attend. This helps children learn about what is important to others and to respect our diverse society.

Staff encourage children to learn about their own safety, and that of others. They supervise the children well when they are using the stairs and when they move between their rooms and the gardens. Staff remind the children to hold onto the railings to keep them safe. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency.

Children thrive in an environment where a high standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate times. Children enjoy valuable social experiences when eating together.

The majority of older children serve themselves their own meals, which greatly supports their independence skills and physical development. However, staff do not use these opportunities to promote two-year-olds' physical development, as staff serve their meals for them and pour their drinks. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing good levels independence when serving their meals. Older children take it in turns to set the tables ready for lunch and staff encourage the children to count how many children are sitting at the table so they get the right amount of plates, cups, forks and knives. This supports children's emerging mathematics skills well and gives children a sense of responsibility.

Staff provide a range of resources outside that promote and encourage children's physical development. Staff show children how they can use slides and crates to enhance their physical development, such building an obstacle course with the crates and ride their bikes around them safely. They ask children to work out how they will move from one area to another. This helps children to solve problems independently and to learn about their own safety.

All staff are consistent in their approach to behaviour management. Clear and concise boundaries are taught very well to the children and they fully understand them. Good strategies are in place to teach the children how to work together. They encourage children to be sensitive to the needs of others. Consequently, children are well behaved and are developing good relationships.

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

Managers and staff work closely as a team to meet the requirements as set out in the Statutory framework for the Early Years Foundation Stage. Comprehensive records are maintained and readily available. For example, accident records are regularly shared with the parents and they are kept informed with what is happening with their children. Staff implement the setting's policies well. For example, they have a clear understanding of the whistle blowing procedures and how to liaise with relevant agencies if they have any concerns about children or staff practice.

Management implement rigorous recruitment procedures to help ensure the suitability of those who work with children. They request personal and professional reference checks and make sure all staff have Disqualification and Barring checks. Staff have regular supervisions, and appraisals to monitor their practice and to identify any training needs. Staff attend regular training, through the local authority, to continuously improve their practice and promote children's learning and welfare. Management monitor the

educational programmes effectively. This means that they check that staff are planning relevant and challenging learning opportunities children of all ages and abilities, to help them make good progress.

There are good systems to evaluate the effectiveness of the setting in meeting the needs of the children. Management, staff and parents are involved in self-evaluation to drive improvement and meet the needs of the children and their families.

Staff are fully aware of the need to refer concerns about a child to the relevant agencies. They have a clear understanding of the child protection policies and procedures and of their duty to protect children. Staff implement effective risk assessments for the premises and for any outings, to ensure children play and learn in safety. Staff supervision and deployment is good, and therefore children's individual needs are met.

Partnership with parents and carers is strong. Staff liaise closely with parents to share information about their child's care and education. Consequently, their views are valued and they have good opportunities to contribute to their children's learning.

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	129017
Local authority	Lewisham
Inspection number	938960
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	139
Name of provider	Buds Limited
Date of previous inspection	09/06/2011
Telephone number	0208 692 5015

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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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