

Rushey Green Nursery

41 Rushey Green, Catford, London, SE6 4AS

Inspection date

Previous inspection date

09/05/2014

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

- Staff know children and their families very well; they use this information to offer effective support that helps children to make good progress in relation to their starting points.
- All children, including babies, form secure emotional attachments with staff; this is helping to build children's confidence and develop good self-esteem.
- Effective partnership working is established with parents, carers, professionals and other providers, in order to support continuity in children's progress.
- The staff team is committed to providing a fully inclusive service to children and families who need additional support.

It is not yet outstanding because

- Systems for the induction and support of new staff are not fully established.
- The selection and organisation of resources in some rooms restricts the space available for children to move around freely.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a tour of the nursery with the manager.
- The inspector took into consideration the views of parents and carers spoken to on the day.
- The inspector observed children's play and staff interaction with children in all five rooms of the nursery and the outdoor play area.
- The inspector carried out a joint observation with the manager.

Inspector

Josephine Adeyemi

Full report

Information about the setting

Rushey Green Nursery registered in 2013. It operates as a limited company and has two owners who manage it. It operates from several rooms set over three floors of a converted house and has use of an outside play area. The nursery is situated in the Catford area, within the London Borough of Lewisham, close to local transport links, shops, schools and parks. It is open for 50 weeks of the year from 8am to 6pm. Monday to Friday. Children can attend a variety of sessions. Currently, there are 95 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four. The nursery supports children with special education needs and/or disabilities and children who learn English as an additional language. There are 20 staff employed, including a cook, support staff and nursery officers. The two owners and one member of staff each hold an Early Years degree and there are 14 additional staff who hold appropriate childcare qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen the systems for the induction, monitoring and support of new staff
- review the selection and organisation of resources to allow for more play space in some of the rooms.

Inspection judgements

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

Staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage. As a result, all children, including babies, receive good quality care and education. Children have a named staff member from start, who takes special responsibility for them. The key staff get to know their children really well. They collect an extensive range of information from parents when children start and they track children's progress effectively from the beginning. Staff regularly observe children to identify clearly what each of their key children needs to learn next. Staff identify any learning gaps early and they plan particular activities and strategies to address them. This means that teaching is strong across the nursery and children make very good progress across the seven areas of learning and development. Staff complete the check for two-year-old children in conjunction with parents and any other professionals involved with the child's care.

The atmosphere of the nursery is busy and purposeful. Children learn good skills, and

develop positive attitudes and dispositions for the future. Children are confident to explore, to find their own resources and they spend time concentrating. Staff sensitively support less confident children to join in with activities and they allow children time to focus and become involved. Older children are learning to stay focused for an activity in a group for longer periods.

Staff provide good opportunities for all children to develop their literacy skills. They read to all children, including babies, and children benefit from reading sessions as a group. Staff use clear, lively voice tones to engage children's interest. They show children the pictures and ask questions about the story as they go along. Children are eager to participate in the story telling and they feel important because staff wait for them to respond and give them lots of praise. Throughout the nursery, children have good opportunities to make marks and develop their writing skills with a variety of materials. Older children are encouraged to write their names independently on their work, which prepares them well for starting school.

Staff set out the baby room sensitively, with toys on the floor and resources to support children's independence and development of their various muscles. Toddlers can hold on to items located around the room and younger babies have enough room to crawl around. Children have regular access to a well-resourced outdoor play area. Here they have the opportunity to run, jump, crawl, climb and exercise in the fresh air. This supports their physical development well.

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

Children are happy to come into the nursery because they have fun and staff care about them. All children, including babies, quickly form secure emotional attachments with their special staff. Babies get lots of attention from staff who provide them with warm, loving and consistent care. Sensitive care helps them to thrive, supporting their personal, social and emotional development as they learn to give and accept affection. Staff give high priority to promoting the safety and well being of children by supporting the whole family. A regular flow of effective communication with parents ensures that children benefit from consistent care both at home and at the nursery. This promotes children's confidence and self-esteem.

Children behave well because they benefit from regular and secure routine and they know what staff expect from them. Adults are good role models and insist on good behaviour from children. Older children support younger and newer ones to behave well. For example, children correct each other, saying, 'No running here.' Children walk sensibly down the stairs, with staff holding younger and less confident ones by the hand. Staff provide a variety of fun, visual prompts to teach and remind children about the expected behaviour. For example, children follow small foot prints marked out on the stairs, to help them to walk in a single file.

Staff use many opportunities to encourage children to be independent and they support children to express themselves in order to have their needs met. Children have easy

access to resources stored at their level which supports them to make choices about the resources they want to use and the way they want to use them. However, in some rooms there are so many toys available, that space is limited.

Children learn the importance of good hygiene procedures as staff encourage them to wash their hands after toileting, and before snack and lunch. They enjoy freshly cooked meals and healthy snacks, promoting their awareness of healthy eating. Children dish out their food independently, put their waste into the bins provided and put away their plates. Older children help set up and clear tables. Staff effectively help and support children in their attempts to put on their own coats, and their aprons for messy play, and they encourage children to try to do up the fastenings themselves. As they do this, children are gaining in confidence and independence.

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

Staff understand their responsibilities in meeting safeguarding and welfare requirements of the Early Years Foundation Stage and, as a result, safeguarding procedures are strong. Staff have up-to-date knowledge of child protection and know what to do if they have any concerns about children's welfare. Security measures mean that unauthorised individuals do not have access to the premises and robust systems are in place to check that all staff are suitably qualified and appropriately vetted.

The managers have a good understanding of how to meet their responsibilities regarding the learning and development requirements. This helps them to effectively monitor learning programmes among staff. However, although arrangements for performance management are effective, systems for the induction and support of new staff are not fully established. Self-evaluation is good, with contributions from parents, staff and children, and there is a clearly outlined development plan to drive improvement.

Parents are happy with the quality and amount of information they receive from the nursery. The nursery is very inclusive and staff work extremely well with parents to meet children's needs. The staff establish effective partnerships with parents and others in order to successfully meet the children's individual needs and support for families and children with additional needs is exemplary.

Management works closely with local schools to support children effectively in their transition from the nursery to school. Staff share information and visits that help children settle quickly.

The Childcare Register

The requirements for the compulsory 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	EY470934
Local authority	Lewisham
Inspection number	946948
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	95
Name of provider	Rushey Green Nursery Limited
Date of previous inspection	not applicable
Telephone number	02083143204

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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