

Pickles

185 Elmers End Road, Beckenham, Kent, BR3 4EH

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| Inspection date | 06/05/2014 |
| Previous inspection date | 22/11/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 are cared for in hygienically clean nursery that promotes their well being.
- Children are kept safe through regular risk assessments and fire drills.
- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy, keen to learn and rapidly grow in self-assurance.

It is not yet outstanding because

- The organisation at meal times does not always allow children to work on their maths or early literacy skills.
- Staff do not fully make the most of daily activities to develop children's early writing 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.

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.
- The inspector spoke with the deputy manager, provider and staff at appropriate times throughout the observations.
- The inspector checked staff suitability and the setting's safeguarding policies and procedures.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector spoke with parents to gather their views.

Inspector

Rebecca Hurst

Full report

Information about the setting

Pickles is a privately owned setting which registered in 2011. It operates from one main room and two additional rooms on the first floor of a commercial building, in the London Borough of Bromley. Pickles serves children from the local community. The setting operates full day care with options for various sessions. A crche is also offered. The setting has sole use of the first floor, which is accessed via a flight of stairs. Children attend Monday to Friday from 8am to 6pm throughout the year.

Pickles is registered on the Early Years Register and both the compulsory and voluntary parts of Childcare Register. There are currently 82 children on roll, all of whom are in the early years age group. The nursery receives funding to provide free early education funding for children aged two, three and four. The setting supports children with special education needs and/or disabilities and children who are learning English as an additional language.

There are 13 members of staff who work with the children, including the manager, 10 of whom have childcare qualifications of level two and above. The manager has a foundation degree qualification.

What the setting needs to do to improve further

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

- develop the organisation of meal times to strengthen children's literacy and mathematical skills during the led up to food being served
- strengthen children's early writing skills to give them opportunities to practice this on a daily basis.

Inspection judgements

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

Children are progressing well towards the early learning goals due to the good quality of teaching from the staff. Activities are planned for each of the children's individual needs which enables the staff to progress children's learning and development. Key workers have a clear understanding of each of their children's next steps of learning, which helps them to make good progress in their learning and development. Planning also includes the children's interests and feedback from the parents which is used effectively by the staff to progress their learning. Staff invite parents into the nursery to talk about their children's progress and to share with them what they have been doing at home. This provides good

continuity of learning for the children. Staff share detailed progress reports and the required progress checks for two-year-old children with the parents. This enables parents to see the progress their children have made.

Staff provide a good standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. A good range of activities are provided by the staff which promotes children's learning well. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next steps in their learning. For example, older children learn how to sit and listen to instructions to games and younger children are supported to learn to crawl and practice their new emerging skills of walking.

Older children thoroughly enjoy taking part in dance classes. These are tailored for the children's individual stages of development. The teacher is skilled in adapting the movements so the younger children can take part while stretching the older and more able children to enhance their learning and development further. Although children do not have direct access to a garden, staff make good use of local play areas and nature reserves. They plan activities to enhance the children's learning and development across all areas of learning during these outings.

Children show confidence in communicating and are developing their vocabularies and spoken language well. Staff provide children with various messy play and art activities to help promote their early writing skills. However, they do not fully encourage children to practise these skills during some other activities. For example, during the led up to mealtimes. This slightly reduces opportunities for children to practise writing for different reasons.

Younger children thoroughly enjoy exploring shape sorters and other games. Staff are skilled in using descriptive language with the children so they can learn what they need to do and to promote their emerging language development. Staff also role model how they can turn the shapes around to fit into the holes which children then follow. This promotes the children's physical development well.

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

Children enjoy snuggling into staff when they are tired and need some reassurance during play, especially if they are teething. They are happy and settled and the bond they have with the staff and their key person builds their self-esteem and confidence. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about the different customs and celebrations of their friends and the wider world in which they live. Staff are aware this is an area they are working on to further improve the nursery. Staff are trying to get more parents involved in working with the children to teach them about their back grounds and cultures.

Staff have effective measures in place to promote children's ongoing safety in the indoor and outdoor environments. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Staff work closely with the landlord of the setting to make any changes to the setting to help keep it safe for the children. For example, new locks for gates to the buggy park and new windows when they get affected by the wet weather. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. Staff teach the children well when they move from their rooms to go out on outings. Staff make sure the children hold onto the rails when they use the stairs and teach them the reasons why. This further enhances the children's safety and well being.

Staff work closely with the parents to find out about the children's individual needs. This information is then used successfully to settle them into the setting. All staff are consistent in their approach to behaviour management. Clear and concise boundaries are taught very well to the children who fully understand them. Good strategies are in place to teach the children how to work together, including using words such as 'gentle hands'. Staff also work closely with the parents to support them at home with how to manage their children's behaviour. This provides good continuity of care for the children. Given the children's ages and stage of development they all behave very well.

Children thrive in an environment where a good standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate times. For example, after messy play and before snack and mealtimes. Children show staff where they need to wash hands and explain the reasons why. This shows the children are taught well and understand why they need to carry out this procedure.

Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. However, the organisation before meals start means that staff do not make the most of opportunities to enhance the children's early literacy and maths skills. Staff sometimes lead the children to their place mats and show them where to sit instead of allowing the children to find their names. They also set the table which stops the children from counting how many children they are sitting with and what they will need to eat their lunch. Staff sit and talk to the children about what they are eating and the effect food has on their bodies. This helps to develop children's understanding of eating healthily.

Staff support children well when moving between rooms according to the children's individual needs. Staff work together from each room to help the children to settle. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers and parents to enable them to settle into a new routine quickly. This helps children to be ready for the next stage of learning.

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

Leadership and management of the setting are strong. The provider, deputy manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a good standard, including maintenance records for any work that is carried out in the setting, and all records required for the safe and efficient management of the setting are readily available.

Management implements a comprehensive range of written policies and procedures, including those for checking the suitability of staff, notifying other agencies of concerns and working alongside these agencies to support children. These are regularly updated to reflect changes in legislation and clearly underpin practice. Ratios are maintained at all times through the use of head counts and the deployment of staff has a positive effect on the children's learning and development.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions and appraisals to assess their work and to look at further training opportunities. Staff attend regular training through the local authority and in house, to enhance practice and promote children's learning and welfare. The provider has a clear understanding of the learning and development requirements and how these are to be implemented in the nursery. Staff plan and provide a good range of experiences for children in all areas of learning and monitor their progress well. Staff meet on a regular basis to talk through the planning they are providing and the impact it is having on the children's learning and development. They adapt activities to make sure it keeps the children's interest and allows them to progress with their learning and development. As a result, all children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas staff are currently working on. The parents share their views and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

All staff have a strong understanding of child protection issues and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implements the Local Safeguarding Children Board procedures. Robust risk assessments are in place for both the premises and for all outings the children undertake. Staff make sure fire exits doors are safe and easily accessible, so all people in the nursery are able to get out of in a case of an emergency. Staff supervise children well across all areas of the setting and when on outings. This further enhances the safety of the children.

Staff work closely in partnership with the parents to share relevant information. Parents regularly share what they have been doing at home with the children. Staff use this information very successfully to enhance the children's individual needs. In discussions with parents, they are very happy with the care the staff provide for the children and how their children are progressing with their learning and development. Parents feel safe leaving their children in the care of the staff and like the home from home experience the staff offer to the children. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Staff also work closely with other agencies caring for the children. They attend regular meetings to discuss children's

progress and what they are currently working on with the children. This provides good continuity of care for children.

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

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| Unique reference number | EY427684 |
| Local authority | Bromley |
| Inspection number | 966844 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 45 |
| Number of children on roll | 82 |
| Name of provider | Louise Jordan |
| Date of previous inspection | 22/11/2011 |
| Telephone number | 07594 651984 |

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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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