

Glory House Early Years Centre

Salvation Army Building, Hares Bank, New Addington, Croydon, CR0 0ET

Inspection date

Previous inspection date

11/06/2014

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 plan and provide interesting activities and experiences for children that support their good progress in their learning.
- Staff work closely with parents, as they keep them informed about their children's development. Staff and parents work cohesively together, to meet the individual needs of all children.
- Children benefit from a welcoming environment, which helps them to settle well and supports their well-being.
- The management team is committed to providing a good quality of service to children and their families.

It is not yet outstanding because

- Staff do not consistently give children opportunities to be independent at meal times, for example by serving their own meals.
- Staff do not always take every opportunity to extend children's awareness that print carries meaning.

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.

Inspection activities

- The inspector observed children inside the centre, and outside in the garden area.
- The inspector sampled documentation relating to the policies and procedures in place.
- The inspector gathered views of parents during the inspection.
- The inspector took part in a joint observation with a member of management.
- The inspector had a tour of the centre.

Inspector

Maria Powell

Full report

Information about the setting

Glory House Early Years Centre registered in 2013. It is independently owned and is run by a limited company. It is registered on the Early Years Register. The centre offers flexible full day care. It is open from 7am to 6pm each weekday, for 45 weeks of the year. The centre is situated in a modern community building for scouts in New Addington, which is in the London Borough of Croydon. Children have the use of one room, which is divided into two specific areas, with an upper level for babies and the lower level for older children. There are three staff, all of whom hold a relevant certificate in childcare. The manager has an Honours degree in early years studies. There are currently four children on roll. The nursery is in receipt of funding for three-year-old children.

What the setting needs to do to improve further

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

- provide children with more opportunities to be independent at mealtimes, for example by serving their own food
- extend opportunities for children to be aware that print carries meaning, as part of the programme for literacy.

Inspection judgements

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

Staff gather useful information from parents before children start, which details the children's interests, likes and dislikes. This information is then added to planning for the children. Planning is based on children's interests or adult-led activities, focusing on where staff want to move children forward with their learning and development. Staff arrange the environment well to provide a good range of worthwhile activities across all areas of learning; for example they provide a role play area, quiet area for books and stories, information and communication technology area, construction area and a music area for the older children. The younger children's area is set up with further age-appropriate toys. Consequently, children make good progress in their learning.

Staff use good teaching methods to capture the children's interest. For example, they actively talk to the children as they play in the sand. Children imagine they are making cakes. Staff ask them 'What flavour will your cake be?' which helps to extend the children's imagination as they play. Staff enthusiastically participate in the role play area as children ask them if they would like a cup of tea at their tea party. The children say to staff 'You need to be careful because it is hot'. When staff ask what they need to do,

children respond by saying 'You need to blow it'. This demonstrates children's growing awareness of the need to be careful with hot liquids.

Staff sit with the children during circle time as they sing nursery rhymes together. The children choose which songs they would like to sing and join in enthusiastically as they make actions to the songs. This activity provides good opportunities for children to socialise together and develops their awareness of a wide range of songs and rhymes.

Children have access to an outdoor area, where they play throughout the morning and afternoon. They learn to skilfully manoeuvre wheeled scooters and bikes, with good support from staff. If children find the equipment difficult to manoeuvre, staff encourage the children to continue trying and praise them for their efforts. Staff also model positional language as they say 'Are you going to go forward or backwards?' Children respond well to their support, developing their awareness of the space around them as they use their physical skills. Staff also support children to reach for leaves in the trees, as they ask them about the leaves' colour and size. This encourages children to explore the features of living things. Children and staff count the leaves together, which also develops children's awareness of number.

The centre has children's work displayed decoratively on the notice boards, with children's names clearly written. This shows that children's work is appreciated and valued for its individuality. Staff arrange the children's toys in bright, colourful boxes, and consequently children are able to make their own choices in their play. However, the boxes are not clearly labelled. This results in some missed opportunities for children to understand that print carries meaning.

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

Children show confidence as they have made close attachments with the staff and each other. Most arrive happily in the morning and say 'goodbye' readily to their parents. Those children who come in upset cuddle into their key person, who distracts and re-assures them, meaning they are not upset for too long. This demonstrates the strong bond the children have built with their key person. Staff follow children's routines well, which enables them to effectively support children's physical and well-being needs during the transition from home. Children are independent in their self-care needs as they independently go to the toilet. Due to good role modelling by staff, children behave well and are supported effectively in resolving their own conflicts. As a result, children listen well to the staff and respond to what they are saying.

The centre is well organised with a wide range of age-appropriate equipment. Children learn to be independent when choosing their own play materials. Staff ensure they make daily checks of the areas where children play, in order to promote children's safety. They record accidents, incidents and administration of medication well; all the records are clearly recorded and shared with the parents. This supports children's welfare needs, and keeps parents fully informed of what has occurred and how it was dealt with.

Staff successfully promote children's good health. Children are learning to manage their own needs when they wash their hands before meal times. They benefit from healthy snacks and meals, which are served with fruit and vegetables, as well as milk or water. However, there are missed opportunities to support their independence skills, as children do not serve their own meals. Staff make good use of the secure outdoor area to encourage children to enjoy the fresh air and exercise, as part of a healthy lifestyle. For example, children have great fun practising their physical skills as they run around and ride bikes.

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

The management team has a good understanding of the requirements of the Early Years Foundation Stage. As a result, all the required paperwork is in place and is used effectively by all staff; this includes children's registration information and records of attendance. The centre's policies and procedures are readily available for parents. This results in parents being aware of how management runs the centre and the procedures that staff need to follow. Staff and management have good knowledge about who to report any concerns relating to safeguarding and the procedures they need to follow. The management team has robust procedures in place to check the suitability of all staff who work directly with the children; for example all staff have checks in place. The children are kept safe in the centre as visitors are asked for identification and are asked to sign the visitors' book. Consequently, children play safely and are kept safe during their time at the centre.

The manager is committed to developing the centre and to providing a good quality of service to children, parents and families. She works closely with other members of the management team, to ensure that children have the resources they need to support their learning and to monitor the quality of the educational programmes. The manager demonstrates good knowledge about how to improve her service, and has plans in place to enhance its quality. The management team sends staff on relevant training, both in-house and with the local authority. As a result, staff have attended further training on children's learning and development, as well as safeguarding and first aid.

The centre has a strong relationship with the children and their families. Parents speak highly of all the staff and say they have a positive impact on the children during their time at the centre. They say that staff are friendly and have a caring approach, and that their children are well cared for and are making good progress. The manager has just started to liaise with other nurseries within the area, to ensure continuity of care and learning for children.

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	EY471012
Local authority	Croydon
Inspection number	948081
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	19
Number of children on roll	4
Name of provider	Favor Company Ltd
Date of previous inspection	not applicable
Telephone number	07951191525

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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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