

Birdhurst Day Nursery

40 South Park Hill Road, SOUTH CROYDON, Surrey, CR2 7DU

Inspection date	30/06/2014
Previous inspection date	19/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- There are secure procedures in place for safeguarding children's welfare. Robust vetting procedures ensure that staff are suitable to work with children and regular risk assessments provide a safe and suitable environment.
- Interesting and challenging experiences across all the areas of learning help children to make good progress towards the early learning goals.
- Partnerships with parents are very strong. This helps to ensure that children receive good levels of support to meet their individual needs when moving onto to school or within the nursery.
- The management and committee have a strong commitment to the continued development of the pre-school. Their self-evaluation involves the views of everyone and shows clear targets for improvement.

It is not yet outstanding because

- There is scope to improve the indoor areas for older children regarding the storage and accessibility of resources.

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's play and staff interaction, indoors and outside.
- The inspector talked with staff, parents and held discussions with members of the committee.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector invited the deputy to carry out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

Birdhurst Day Nursery has been operating since 1998 and re-registered in 2010. It operates from a purpose built building in South Croydon, Surrey. It is privately owned and run by a committee of the charity, Christian Family Concern. Children have access to several base rooms on the ground floor and on the first floor. There is a large secure outside play area and a separate play area for babies and toddlers. The nursery is registered on the Early Years Register and there are currently 60 children on roll in the early years age group. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions. The setting receives funding for free early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of 17 staff work directly with the children. Of these, 14 hold relevant qualifications at level 3 or higher. One member of staff holds a qualification at level 6.

What the setting needs to do to improve further

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

- develop further the organisation of the indoor play areas for older children to provide a safe, attractively resourced environment to enhance children's already good all round development.

Inspection judgements

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

Children thoroughly enjoy the time they spend at nursery. This is because staff have a good understanding of the learning and development requirements. Staff are well deployed, enthusiastic and eager to help the children settle. They use their knowledge of how children learn and develop to ensure that play opportunities are meaningful, varied and imaginative.

Teaching is good as staff support children effectively and promote their language and literacy skills well. They extend children's language and thinking skills by asking them open-ended questions about the stories, for example, 'What do you think has happened?'. Staff also introduce words to the children at every opportunity and give them time to practise new vocabulary. They clearly repeat any words if the children mispronounce them, developing their spoken language well. Children have a wide selection of books and enjoy listening to stories in small and large groups. Children's reading skills are also developing because staff point to the text and pictures as they are reading to them. They specifically praise children's efforts by saying 'that is lovely writing'.

Children's mathematical understanding is developing further because staff use every opportunity to count with them during activities. Children have fun as they count using a money board display in the garden. This supports their understanding around addition and monetary value. Children are also provided with a wide range of opportunities to use technology. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they want, and use the mouse skilfully. Many planned activities successfully promote their physical development. For example, in the outdoor area they have fun as they climb and swing on the large frame. There is also an enclosed area where babies explore safely. Young babies enjoy exploring the well-resourced playroom. They move eagerly towards the toys and staff support them by sitting with them and encouraging them. Young babies experiment with and explore the varied objects in the treasure basket, which helps them develop their senses. Staff encourage the youngest children to mould with sand and spend time playing alongside other young babies. Staff plan activities that engage babies in physical experiences, both indoors and outdoors. This includes rolling balls on the floor to babies and providing push and pull-along toys to encourage movement. Staff give children, particularly the younger children, careful guidance and encouragement in the use of outdoor climbing equipment to increase their confidence and develop their competence. They create an environment that is welcoming and safe where children enjoy learning and grow in confidence. This ensures children receive a happy and enjoyable experience that helps to prepare them for their next stage in learning.

Staff plan activities and children's play around their interests. These are varied and cover all areas of learning and include an appropriate balance of child-initiated and adult-directed play. As a result, children benefit from a combination of experiences that include those led by adults, and learning from their own play. Information gained from observations is used effectively to plan activities based on children's interests and ideas. Consequently, all children are working within or above their expected age range. The extremely effective partnerships established with parents and others supports staff to meet children's individual needs. Parents complete a detailed document linked to each of the seven areas of learning and development upon joining. This enables staff to quickly establish children's starting points. As a result, staff are able to plan how to meet children's needs at an early stage. Staff take excellent steps to include parents in more formal updates, such as the progress check at age two and regular progress meetings. Dedicated staff work hard to welcome and engage all families in their children's learning and development. For example, parents say that they welcome the ideas that staff give them to extend their children's learning at home.

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

The key person system works well and children are steadily forming strong bonds as they settle into the provision. Children are happy and enjoy what they are doing at nursery and like to cuddle into their key person throughout the day. Babies form very strong attachments to their key person and respond with smiles and gurgles when they interact with them. Daily routines, such as nappy changing are well managed so young children are comfortable throughout the day. Children develop independence, as they are able to

find and return what they need. The indoor environment contains lots of stimulating resources which are age appropriate and well maintained. However, in the older children's room resources are not always easily accessible. As a result, children are not always able to find the equipment they require and make independent choices from the wide selection available. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. This consistent approach from staff creates a harmonious environment in which children thrive. Children are rewarded with 'WOW' stickers for their achievements which are attractively displayed. Parents also share their children's achievements from home with the group by also completing a 'WOW' sticker. Staff celebrate these achievements during circle time. As a result, children are motivated to behave well as they receive a good level of recognition.

Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they talk about how they can protect themselves from germs, by washing their hands before snack. The nursery cooks nutritious meals that cater for all children's individual dietary needs. There are robust safety procedures in place to monitor and cater for allergies or medical requirements. Children become knowledgeable about healthy eating and have good opportunities to choose healthy snacks, drinks and self serve independently. Children are learning to be active and understand the benefits of physical activity because they spend time in the well-resourced outdoor space every day, where they benefit from fresh air and practise their physical skills. Children demonstrate a very good understanding of space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their friends or play equipment. They use a wide range of climbing and balancing equipment outdoors, ranging from small to large pieces of play equipment. This enables children of all ages and abilities to develop climbing and balancing skills. Staff are deployed well and are vigilant when in the garden area and closely monitor children using the large climbing frame. Effective measures ensure children are learning how to stay safe. For example, staff discuss safety issues with the children and they learn why they should not run indoors and how to use equipment safely.

The nursery has good links with the local schools the children will move on to and welcome the teachers into the nursery to visit the children. This results in children settling quickly into their new school and parents feeling supported. Excellent systems are in place for when children prepare for the move they make within the nursery. Staff support younger children well to experience a smooth move from one playroom to another. Children benefit from being gradually introduced to their new playrooms and, therefore, settle well. Detailed information is shared to ensure there is continuity in their learning and development and welfare.

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

Management has initiated changes to working practices based on recommendations from the welfare requirements notices set by Ofsted since the last inspection. The provider took

prompt action in reviewing and updating the safeguarding policy and ensuring that all staff, including managers, implement the nursery medicine policy and procedure correctly. New procedures and risk assessments have been put into place and staff carry out detailed risk assessments so that all areas of the nursery are free from hazards, so children are kept safe. Children are safeguarded well in the nursery because all staff have a good understanding of the safeguarding procedures and have all received appropriate safeguarding training. Staff are suitably vetted before working with children and are knowledgeable about safeguarding issues. This means they are confident in identifying any concerns about staff or children and reporting them to the safeguarding officer, and if needed the Local Safeguarding Board. Good induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively.

A key strength of this nursery is the very good relationship staff have developed with parents. All parents spoken to on the day of inspection stated that they were very pleased with the nursery. They like the level of communication they have with staff. Staff exchange verbal information daily when children are dropped off and collected and specifically at this time, staff provide lots of reassurance to parents to let them know how their children are settling in. Staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals which helps them use appropriate strategies for children's needs.

Management monitor the planning and assessment of children's learning, so that each child's progress is tracked, in order to plan focused next steps. Staff provide each other with mutual support and work together as a team to promote continuous improvement. Regular supervision and appraisals identify staff's training needs and where they might need support, which contributes towards their professional development. Self-evaluation and well-targeted action plans are in place and developed in conjunction with staff, the committee, parents and children. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend. Management has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time.

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	EY411750
Local authority	Croydon
Inspection number	963390
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	60
Name of provider	Christian Family Concern
Date of previous inspection	19/08/2013
Telephone number	02086813187

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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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