

# New Foundation Day Nursery

41 Church Road, Bexleyheath, Kent, DA7 4DD

<b>Inspection date</b>	24/04/2014
Previous inspection date	15/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 have effective systems in place to help develop children's confidence and prepare them well for their next stage of learning, whether this is moving up to the next room or going to school.
- Staff are effective role models and relationships are strong at all levels, therefore, children play harmoniously together, develop good behaviour and demonstrate respect for each other.
- The management team has effective systems in place to evaluate their strengths and identify and address areas to improve.

### It is not yet outstanding because

- Staff do not consistently extend children's vocabulary or language skills, for example, by repeating back the correct word for an object after children say their version.
- Staff do not always ensure that posters and signs are at a height where children can easily see them to help reinforce 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 conducted a joint observation with the manager.
- The inspector sampled a range of documentation.
- The inspector held discussions with staff, parents and children.
- The inspector observed practice throughout the setting.

## Inspector

Stephanie Huseyin

## Full report

### Information about the setting

New Foundation Day Nursery is situated in a small two-storey Victorian house in Bexleyheath, in the London Borough of Bexley. It was registered in 2003. Children have access to an enclosed outdoor play area. The nursery is situated in a residential road, close to all amenities and local schools. It is open from 7.30am to 6pm, five days a week for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 59 children on roll, some in part-time places. There are 17 members of staff, 14 of whom are qualified to at least level three. The setting receives funding for the provision of free early education for children aged three and four years.

### What the setting needs to do to improve further

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

- extend staff teaching techniques to enhance children's vocabulary and language skills further, for example by ensuring staff consistently reinforce the correct words for objects
- review the organisation of posters and signs to ensure that these are at a level where children can see them to help reinforce children's awareness that print carries meaning.

### Inspection judgements

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

Staff have a very good understanding of the seven areas of learning and provide exciting and stimulating activities to engage and capture children's interests and attention. Teaching techniques are generally very good throughout the setting. Staff generally develop children's communication and language well during activities. For example, during a baking activity staff encourage children to reflect on their previous learning by asking them to share details about the bird cakes they made the previous week. However, at times staff say words such as 'fishy' or 'ducky', rather than reinforcing the correct word or pronunciation to children. Therefore, staff do not always consistently encourage children to extend their vocabulary and language skills. In the baby room, staff teach children to learn new words and recognise colours. For example, staff hold up a hoop and either say or ask babies about the colour, they then ask babies to select the correct colour for themselves. This shows that babies are developing their understanding that words carry

meaning and are able to choose for themselves what they want to play with.

Staff provide toddlers with a range of natural materials and resources to enhance their sensory learning experiences. . Pre-school children take great delight in making marks and sounding out letters to help them develop their pre-writing skills. Staff use opportunities created within the daily routine to extend children's learning. For example, during a group activity children talk about letters and numbers and discuss with staff the initial sounds at the beginning of words. This helps develop their language and literacy skills. Staff display posters and signs around the nursery to reinforce children's learning and help them understand that print carries meaning. However, these are not always positioned at a height where children can see and 'read' these for themselves.

All staff have high expectations of the children. They complete observations and use their accurate assessments of them to promote children's learning and development well. For instance, babies smile and pick up hoops and staff extend their understanding of colour by asking for children for a particular coloured hoop. All staff generally use skilful questioning techniques to help develop children's communication and language skills. Staff encourage children to be active learners, to explore their environment and develop higher-level thinking during their play and learning.

Staff plan a range of activities for children that ensure children are working comfortably within their age and stage of development. Key people know their children very well and engage with their parents at the start and end of sessions to share relevant information. Parents contribute information about their children's starting points on entry to the nursery. Staff encourage parents to share information about their children's learning and development at home. For example, children take home the 'travelling ted' and share the adventures they have with 'travelling ted' with the staff and their friends. This sharing of achievements helps promote a cohesive approach to learning. The key people are effective in using all the information they gather about children to support their individual learning needs.

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

All children, including babies, enjoy a nurturing and close relationship with staff in the nursery, especially their key person. They feel secure and, as a result, they are independent in exploring their environment. Staff take time throughout the day to spend quality 'special time' with individual children. All children enjoy cuddles and close contact at sleep and quiet times. Older children are confident to interact with visitors to the setting and ask questions and talk about the setting and their friends.

Children's behaviour is good. Staff act as good role models and use positive reinforcement at all times to show children what is expected of them. For instance, staff remind children to 'please share with your friends' and praise them when they do. Children display good manners to each other, with no prompting, and they play respectfully together, taking

turns and sharing. Staff use constant praise and encouragement, which helps to promote children's self-esteem. Babies explore their surroundings with confidence, challenging themselves and taking risks as they investigate.

The staff place a high level of priority on children's safety. They increase children's awareness of how to keep themselves safe and share and discuss any concerns with children. For example, children are reminded not to put toys in their mouth as they may choke. Children listen carefully when staff discuss risks, for example, about sitting on a chair properly. Children demonstrate they feel safe by displaying confident and self-assured behaviour. Staff provide a range of healthy and nutritious meals that have been discussed and planned with parents. Staff promote children's awareness of a healthy lifestyle. For example, all children go outdoors every day to play and enjoy fresh air. They can manage their own personal needs relative to their age. For example, pre-school children wash their hands independently before they have a snack and wash their hands before a baking activity.

The nursery staff provide a stimulating and welcoming environment throughout. There are a broad range of resources both indoors and outdoors. Children help themselves to toys and games as most resources are well-labelled and easily accessible. This encourages children's growing independence and cooperation. Staff help children prepare for the next stages in their learning and development. Key people play a large part in settling children into their new room when they move through the nursery and help prepare them for their move on to school. Staff help children learn about diversity and other cultures.

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

The management team have a secure knowledge and understanding of the learning and development requirements. They share their knowledge with the staff team, who are all confident in the areas of learning, and use this to help children make good progress in their learning. The management team have a strong understanding of the Early Years Foundation Stage and effectively monitor staff practice. For example, they examine planning and assessments to ensure staff maintain consistency and have an accurate understanding of children's skills, abilities and progress.

Children are safeguarded well. Staff have a good knowledge of child protection procedures and what to do if they are worried about a child. There are very good systems in place to ensure unwanted guests do not enter the premises. The implementation of robust recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough regular risk assessments. Staff complete daily room checks to ensure children are cared for in a safe environment.

The management team have implemented a wide range of policies and procedures that

underpin the efficient running of the nursery. They work closely with staff to monitor the quality of practice. The use of a thorough self-evaluation system effectively identifies areas of strength and further improvement, which the management uses to help inform plans for ongoing improvement. The manager carries out supervision and appraisals on all staff, to monitor performance and ensure consistency. These identify areas of training to further enhance staffs' knowledge and understanding of good practice. Very good partnerships with parents are fostered. Parents are kept well informed and regular emails tell them all they need to know concerning any important updates.

## 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

<b>Unique reference number</b>	EY268011
<b>Local authority</b>	Bexley
<b>Inspection number</b>	826664
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	59
<b>Name of provider</b>	New Foundation Day Nursery Limited
<b>Date of previous inspection</b>	15/12/2010
<b>Telephone number</b>	0208 301 4369

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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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