

# Village Nursery

The Flat, St Mary's Centre, Ladywell Road, SE13 7HU

<b>Inspection date</b>	28/05/2014
Previous inspection date	12/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 confident, happy and settled in the relaxed atmosphere of this friendly nursery. They form good relationships with staff, who ensure that their well-being, safety and individual needs are met.
- Staff know the children well. They understand how children learn through play-based activities which enables them to tailor planning effectively to meet each child's individual learning style and capability.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents are strong. This means that children receive the support they need and this contributes to making sure their individual needs are met well.

### It is not yet outstanding because

- Staff do not always provide babies with consistent opportunities to learn about hygienic eating practices.
- The outdoor area does not always provide children with access to all the areas of learning. For example, there are no resources to support writing, numeracy or literacy displayed on a permanent basis.

## 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 children engaged in activities in all the playrooms.
- The inspector spoke with the owner, manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by reading feedback and comments.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

## Inspector

Jennifer Forbes

## Full report

### Information about the setting

Village Nursery registered in 1991. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms on the first floor of the St. Mary's Centre, and a ground floor annexe, in the Ladywell area of the London Borough of Lewisham. Children aged two years and above occupy three playrooms on the first floor, where there is also an office and reception area, kitchen and children's toilets. The ground floor annexe is used for children under the age of two years and includes a main room with toilets and kitchen facilities, and a staff room. Access to the first floor part of the nursery is via a sturdy metal staircase on the outside of the building. There is an enclosed area to the rear of the property available for outdoor play and children sometimes have access to an indoor ground floor hall.

The nursery employs 9 members of child care staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. The nursery opens Monday to Friday, 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 37 children on roll, all of whom are in the early years age group. The nursery provides funded early education for children aged two, three and four years. It supports children who are learning English as an additional language and children with special educational needs and/or disabilities.

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

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

- help younger children to learn about safe and hygienic eating practices, for example, by ensuring they sit in chairs during snack time
- extend the range of outdoor materials and resources so children can further explore and develop their ideas in all areas of learning.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. Babies and children make good progress in the nursery as staff provide a range of interesting activities that promote their learning and development. The quality of teaching is good. Staff follow children's lead as they choose their own play activities. Staff extend children's learning by introducing resources to support their chosen activities. For example, when children choose a story book about owls, staff provide soft toy owls and factual bird books to develop their understanding. Babies make good

progress because staff understand their needs and provide support and stimulation. As babies reach for a toy from the back of a low shelf, staff stay close but allow them to work out how they might retrieve it. This supports babies' developing skills in problem solving and encourages independence.

Staff monitor children's progress through the use of effective observations and assessments. They use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, ensures accurate planning for their individual progress. Key person discussions with parents mean that children's learning experiences at home are incorporated into planning, which ensures children are motivated to learn. As a result of careful observations and planning any gaps in children's learning are quickly identified and supported. Parents provide information on children's development that support staff to assess their starting points. Staff provide regular information to parents about their children's development and they support parents with ideas and activities to continue their learning at home. Key persons also share the progress check for children aged between two and three years with parents to support their continued development.

Children's communication and language development is promoted well as staff constantly engage them in conversation. They use good questioning techniques with children to extend their understanding as they explore a book about dinosaurs. Children introduce words they have heard such as 'humungous' and 'massive'. They demonstrate their understanding of the world as they tell the staff that 'they died a long time ago'. Staff learn words and phrases in children's home languages to support those who are learning to speak English as an additional language. Children's physical development is supported as they clamber and slide on the equipment in the large garden. However, children do not always have access to the full range of resources in the garden to support their learning and development in all areas. For example, there are limited resources available outdoors, during the session, to help children develop their pre-writing, numeracy or literacy skills. Children learn to sing songs and rhymes that help them to remember numbers and letters in sequence. They are supported to become ready for school as they learn to follow instructions and concentrate on tasks set by staff.

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

Children are confident and happy in the nursery. They are outgoing and make friends easily. Their behaviour is good and staff use frequent praise and encouragement to raise children's self-esteem which encourages positive behaviour. Staff are good role models as they lead by example demonstrating politeness and kindness. The secure key person system ensures that children feel content and build strong relationships. Staff provide a caring, welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children participate in festivals and learn about other cultures and languages. Play resources are of good quality and easily accessible to all children. Children lead their own play and freely choose from the interesting age-appropriate activities set out.

Healthy eating is promoted with fruit tasting sessions where children sample a variety of fruits. They feel, smell and cut the fruit before tasting providing a sensory experience. The nursery cook provides healthy nutritious cooked meals from a wide and varied menu. However, while most children are supported to learn good table manners during meals, babies sit on the floor to eat their snack and, therefore, they do not learn good hygienic eating practices. Staff gather information from parents about children's individual medical or dietary needs and take careful steps to ensure children do not come into contact with foods that might harm them. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. Staff keep babies comfortable and happy as they change their nappies in a discreet and hygienic manner. Staff sing songs to babies as they perform this routine task. Babies and young children sleep according to their needs. All nursery bedding is clean and freshly laundered.

Children's safety is of paramount importance to the management and staff. All visitors are required to sign in and out and their attendance is monitored. External doors are kept locked and only opened by staff. The front door has an alarm and a camera to ensure that no-one can get in or out without being noticed. All accessible windows are covered with wire mesh to provide added security. Children are well supervised as staff interact with them at all times, indoors and outdoors. Children learn to keep themselves safe as they are reminded not to run when inside. Staff carry out safety checks on all areas of the nursery and on outings. Regular fire drills are carried out to ensure that all children and adults know what to do should an emergency occur. Staff support children well when it is time for them to move to another room or setting. They settle them in gently helping them to become familiar with the new environment.

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

All staff have a clear understanding of the Early Years Foundation Stage. Staff are appropriately qualified and the management ensure that all staff have undergone the necessary background vetting checks to ensure they are suitable to work with children. All the necessary documentation for the safe and efficient management of the nursery is in place. The inspection was brought forward following concerns about break-ins at the premises and children having access to unsuitable persons on outings. Ofsted visited the nursery and required the provider to ensure that risk assessments are updated and reviewed regularly to reflect that risks both on and off the premises are removed or minimised. Staff and management now carry out robust risk assessments of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns should they arise. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

Recruitment and induction procedures are robust and staff receive regular supervision and appraisals. The manager ensures that correct ratios of adults to children are always maintained. Staff keep up to date with their first-aid training, so they can deal effectively with minor injuries if necessary. All accidents, illnesses, incidents and medications are appropriately logged and signed by parents. Staff track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and suitable measures for intervention put in place through close links with other professional agencies. Staff are well-supported by the management team, who closely monitor their practice and the effectiveness of the educational programmes.

Partnership with parents is strong and they are invited to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress. Parents speak highly of the nursery and say the staff are kind and caring and understanding of their children's needs. Parents know they are welcome in the nursery to speak to the manager or key persons if they have any concerns or want to talk about their children's development. Children's progress is closely analysed by the manager to ensure all children achieve to the best of their ability. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the nursery and demonstrates clear targets for improvement. The manager welcomes all feedback and quickly responds to suggestions for improvement. Children are well-prepared for the next stage in their learning and moving on to new settings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	129059
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	965453
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Frances Mary Rodgers
<b>Date of previous inspection</b>	12/08/2013
<b>Telephone number</b>	020 8690 6766

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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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